

ANGLIA RUSKIN UNIVERSITY

FACULTY OF ARTS, LAW AND SOCIAL SCIENCE

DOCTOR OF PHILOSOPHY

STRATEGIES FROM DRAMATHERAPY SUPERVISION
TO AUGMENT NEWLY QUALIFIED SECONDARY
SCHOOL TEACHERS' EXPERIENCE OF SELF-EFFICACY
AND COPING STRATEGIES IN THEIR NEW ROLE

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“Thoroughly unprepared, we take the step into the afternoon of life. Worse still, we take this step with the false presupposition that our truths and our ideals will serve us as hitherto. But we cannot live the afternoon of life according to the program of life’s morning, for what was great in the morning will be little at evening and what in the morning was true, at evening will have become a lie.”

Carl G. Jung

Abstract

This study aims to investigate if strategies from Dramatherapy supervision can augment newly qualified teachers' (NQTs) experience of self-efficacy and coping strategies in their new role. This research study sets out to explore the growing necessity for a more specific form of reflective practice for two separate cohorts of NQTs $n=10$ (per group) over the course of two consecutive academic years. According to recent research, teacher turnover is more prevalent in disadvantaged urban schools as a result of contextual factors: 'an increasing workload', 'school situation', the 'turbulent student-teacher classroom dynamics', as well as the 'conflicting agendas between teachers and educational reform'. The study's theoretical framework draws from teacher education, psychodynamic theory and Dramatherapy supervision theory and practice, to help NQTs develop coping pathways for self-exploration and personal growth, to obtain an increased awareness of the social and emotional processes involved in teaching and learning and to manage both individual and contextual factors that influence their sense of efficacy in their new role as a teacher.

The study uses mixed methods to ascertain the efficacy of strategies from Dramatherapy supervision. Quantitative outcome measures are employed to ascertain overall self-efficacy, coping strategies and job satisfaction. Interpretative phenomenological Analyses is used to analyse the qualitative findings amassed from the post-intervention interviews with the NQTs. Autoethnography is employed to bracket the researcher's personal reflections on the fieldnotes and to study the process of change over time in three case studies, in relation to the NQTs' sense of efficacy and coping skills.

Conclusions drawn from the results highlight that methods from Dramatherapy supervision can be beneficial for developing NQTs' self-awareness, deepening their understanding of the challenging interpersonal dynamics and providing them with a reflective 'meditative' space created through creative techniques. However, the success of these findings is dependent on a number of internal and external variables that influence the NQTs' sense of efficacy.

Recommendations for education include: addressing the impact that the target driven educational climate has on the emotional well-being of teachers and subsequently their pupils, implementing compulsory regular group reflection into teacher practice based on the intervention of 'strategies from Dramatherapy supervision' with particular focus on mode 2 of the double matrix model of supervision and embedding training in school communities about and how to be in relationships.

Declaration

The work presented in this thesis is entirely my own work. It has not been submitted previously to this or any other institution for academic award. Where use has been made of the work of other people, it has been acknowledged and referenced.

Signed: Julianne Mullen-Williams

Date: 14th July 2017

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Chapter 1: Introduction

Title of the Study

Strategies from Dramatherapy supervision to augment newly qualified teachers' experience of self-efficacy and coping strategies in their new role

1.0 Introduction

This chapter outlines both the rationale for this area of research and its contribution to knowledge. It provides a theoretical and personal rationale drawing on the results from a pilot study and some of the current literature that promotes support for teachers. It illustrates and explicates the conceptual framework that formulated this research.

1.1 Research Questions

This study aims to investigate if strategies from Dramatherapy supervision can augment Newly Qualified Teachers' (NQTs) experience of self-efficacy and coping strategies in their new role. The research was guided by the following questions:

Secondary Questions:

1. Can strategies from Dramatherapy supervision provide a coping pathway for self-exploration and personal growth among newly qualified teachers?

2. Can strategies from Dramatherapy supervision help teachers gain awareness of the social and emotional processes involved in teaching and learning?
3. Can strategies from Dramatherapy supervision empower teachers to manage factors influencing their sense of efficacy in their new role as a teacher?

1.2.0 Rationale for study: Dramatherapy in schools and personal narrative

Although much research exists on NQT experiences in the induction period and on reasons for early attrition (Hobson et al., 2009; Shaefer, Long and Clandinnin, 2012), there is little data to determine the role that strategies from Dramatherapy supervision can play in developing NQTs' sense of efficacy and coping strategies during this transitional period, from trainee to professional. However, Dramatherapists, including myself, have been providing therapeutic support to young people in schools for over twenty years. Dramatherapists work closely with other professionals, namely teachers, in the support of the young people they treat. They often bridge the gap between education and mental health, providing staff training as well as short and long-term interventions for pupils (Leigh et al., 2012).

Staff Sharing Groups (§1.2.3) have also been explored by Dramatherapists. Kelly and Bruck (2012) detail a staff sharing integrative approach that draws on thinking from Dramatherapy and educational psychology, but it does not include how Dramatherapy based methods can be specifically utilised to facilitate this method of problem solving,

and it is not specific to NQTs. Carr and Ramsden (2008) campaign for the inclusion of supervision in the training of teachers, namely primary school teachers. This study was conducted over the course of six weeks during the academic year. However, the study was presented as a vignette and it did not measure the teachers' experience of the sessions or include how it impacted their well-being and their relationships with their students. Also, it does not account specifically for NQTs in secondary education, which is a gap in research that my study is attempting to address.

More recently, Leigh (2012, p.11) makes a case for facilitating 'joint supervision sessions between therapists and teachers in order to foster a common language and understanding.' However, this would depend on the school culture and how this form of support is perceived and understood by staff. Hewitt, Buxton and Thomas' (2017) study explores self-efficacy in seven Dramatherapy workshops with second year B. Ed. students in aiding the students' sense of efficacy and resilience. Similarly, to my study, it uses a mixed method approach and supports the benefits of a 'Dramatherapy informed' reflective space to build self-awareness. However, there is still a gap in the literature regarding the implementation of strategies from 'Dramatherapy supervision,' as a potential 'ongoing' intervention for NQTs. This is my study's original contribution to knowledge.

The motivation that led to this inquiry emerged, initially, as a result of my own experiences whilst working as a secondary school teacher in an Academy¹. It was

¹ The coalition government initiatives gave birth to Academies. This refers to a school system with good quality teachers, flexibility in the curriculum and clearly established accountability measures, it

prompted by the challenges that both I and notably, newly qualified teachers, faced regarding poor student behaviour and an ever-increasing workload, in what was evolving into a highly target-driven school environment. Both myself and other staff, in particular, the NQTs, were considering leaving the profession altogether. The reasons for this included low self-efficacy and difficulty in coping with the occupational stress, which was exacerbated by a system that was undergoing continuous educational reform in the initial administration years of the Coalition Government in 2010. The difference between myself and the NQTs was that I had been teaching for six years. Despite my years of experience, I felt vulnerable and redundant in my capacity, to manage what I observed as, deteriorating pupil behaviour and a target-driven culture within the school. This may have been exacerbated by the placement of children with more moderate learning difficulties, in mainstream education, when formerly they would have been in special schools (DfEE (Department of Education and employment)/QCA (Qualifications and Curriculum Authority), 1999; Peter, 2013), as well as the existing educational reforms. This heightened my feelings of vulnerability which were triggered by a fear of sharing my occupational struggles with other staff.

This prompted me to research further into the phenomenon of teacher vulnerability, which is defined as feeling powerless, threatened and questioned by others without being able to properly defend oneself, and not feeling in control of the tasks and processes one is responsible for as teachers (Kelchtermans, 2005). This notion of vulnerability can be exacerbated by educational policy and reforms, which are not

entails devolving as much day-to-day decision-making as possible to the front line (The White Paper, 2010)

congruent with the teachers' deeply held beliefs about good teaching, (Kelchtermans, 2005; Nias, 1999) and can thus greatly affect a teacher's sense of identity or agency (i.e. their ability to have influence over their lives and environments).

I learnt how this fractured sense of identity can lead to an inability to create trusting learning environments against the political backdrop of a growing managerial profession with increased accountability (Lasky, 2005). If teachers do not feel supported by their colleagues and senior management they can feel more vulnerable, which induces feelings of fear, powerlessness and defencelessness, leading to burnout (Brouwers, Tomic and Boluijt, 2011; Demerouti et al., 2001), and cognitive dissonance² (Rideout and Windle, 2010) (§2.1.3)³ or contextual (Rosenberg, 1977) dissonance.

I was becoming aware of my own cognitive dissonance. Serendipitously, one day, while walking past my line manager's office, I came across a book entitled Attachment Theory and the Teacher - Student Relationship by P. Riley (2011). This voiced everything I was experiencing, but more interestingly, it focused on the formation of the attachment style of the teacher and how that translated to the attachment dynamics in the classroom and the school, as a teacher, in later life. This resonated with my own narrative, as education had filled a parental gap in my childhood. I recognised my own (background) attachment style that was potentially hindering my ability to cope with poor pupil behaviour and my sense of efficacy. As a Dramatherapist, I had clinical

² The difficulty in coping with situations that conflict with inner beliefs. This occurs when new knowledge is incongruent with previously acquired learning (McFalls and Cobb-Roberts, 2001).

³ This cross-referencing system will be used throughout. The references are listed on the contents page

supervision, a space to safely reflect on my practice and the emotional impact of my clients. However, I found that in my sixth year of teaching I was bringing more of my teaching concerns to supervision as the academic year progressed. Consequently, my research study set out to explore if strategies from Dramatherapy supervision could augment NQTs' self-efficacy and coping strategies through a deeper understanding and exploration of the social and emotional aspects of teaching and learning, that emanate from individual and contextual factors.

My personal experience illuminated the complexity of reasons that motivate teachers to leave the profession. According to some of the literature, job (dis)satisfaction and attrition are influenced by the interface of individual (burnout, resilience, identity, family situation, background, personal beliefs and values) and contextual factors (nature of school context, support systems and collaboration) (Shaefer, Long and Clandinnin, 2012). This inspired me to embark on PhD (Doctor of Philosophy) research that would hopefully further explain the growing attrition rates and idealistically, increase retention rates through the facilitation of a reflective interface space.

1.2.1 Rationale: pilot study

Prior to starting the main research, I conducted a pilot study (Appendix 1) with a group of PGCE (Postgraduate Certificate in Education) students at the end of their training and a group of NQTs at the end of their induction period, to ascertain where the potential gaps in learning and support could be addressed, to support teachers. The study used a qualitative approach that consisted of a semi-structured questionnaire, a

mandala drawing exercise and a focus group interview as data collection methods.

Findings revealed the following:

- teachers required more training in managing pupil behaviour
- teachers wanted a space to share challenges and difficulties with others in order to cope better and to feel less isolated
- creative exercises created an outlet for reflection and self-awareness
- interpersonal dynamics, with staff and pupils, greatly impacted the trainees' sense of efficacy and job satisfaction
- a lack of mentor and school support generated feelings of isolation and vulnerability
- there was a parallel process between the teachers' experience of being vulnerable in their new role and their pupils' feelings of vulnerability when reprimanded by teachers

The pilot study substantiated my own experience of teaching and that of the NQTs with whom I worked. Our individual profiles and backgrounds played a significant role in our sense of self-efficacy and in how we coped and managed the external contextual situations, namely the nature of the school context, educational reform, workload and staff/pupil dynamics. I also became aware of how my own cultural and individual 'positionality' influenced my response to the participants' experience. This encouraged me to incorporate autoethnography into the main study in order to bracket my bias. It is noteworthy that despite the generalisation of the findings of the pilot there were also

some interesting differentiations. Some school placement experiences were quite subjective in that teachers had varying experiences in the same school, which depended on their individual experiences and responses to the contextual factors. This finding was problematic as it was difficult to delineate clearly between individual and contextual factors that can influence teacher attrition (Rinke, 2008). For that reason, it seemed appropriate to consider a reflective space that included some reference to the ‘entire lives of teachers’ in the main study, as advocated by Flores and Day (2006) and Rinke (2008), where awareness of how the individual factors can influence reactions and responses to the contextual (Day and Leitch, 2001) could be investigated and understood. This finding also influenced my decision to use Interpretative Phenomenological Analyses (IPA) (Appendix 1) as a method in the main study in order to capture the individual lived experiences.

Within the field of Dramatherapy, clinical supervision is the format employed to explore the overlap of individual and contextual factors relating to client material. The term ‘clinical supervision’ is used to refer to supervision which is provided externally to the therapist, separate to their workplace. The aim is to develop a trusting and collaborative relationship, enabling practitioners to feel safe and supported enough to reflect on all dimensions (individual and contextual) of their practice (McNaughton, Boyd and McBride, 2006). It is important to distinguish this from ‘managerial supervision’ which refers to the task of line management supervisory accountability.

Additional findings in the pilot study included the value of conducting the research in a group setting. The group experience of the focus group interview enhanced personal learning, as teachers shared similar and contrasting experiences (A. Jones, 2006). This has implications for my study as teachers work with groups and therefore, it is beneficial for them to learn experientially about interpersonal dynamics and how leadership style in the classroom is important to good group outcomes (Platzer et al., 2000). Structured group sessions also authenticate 'emotional experiences and cultivate a culture of openness' (Youell and Canham, 2006, p. 115). Knowledge acquired from group work, if sustained, can also be transferred to other professional situations. 'Over time, this can lead to a culture of peer consultation developing among teachers' (Jackson, 2008, p.59). However, groups can also engender anxieties amongst members about what they share for fear of shame or judgement (Jackson, 2008). It was hoped that the NQTs would gain a deeper understanding of these social and emotional aspects through the experience of being in a group themselves. Group dynamics will be discussed later in the thesis.

Pilot study influences on main study design:

- group format for field sessions
- focus on the social and emotional processes in teaching and learning to augment self-efficacy and coping strategies
- use of creative strategies as a tool for reflection, problem-solving and as a springboard for exploration

- inclusion of a model of supervision (Double Matrix) that explores psychodynamic theory that includes parallel processes in order to disentangle individual and contextual factors.
- inclusion of self-reporting quantitative outcome measures that focus on factors that influence sense of self efficacy, coping strategies and overall teacher job satisfaction
- inclusion of autoethnography as a method to bracket my own opinions and prejudices to avoid facilitator bias
- inclusion of IPA as a method that enables the NQTs to voice their individual lived experiences of the induction period
- inclusion of case studies to chart how individual factors such as culture and background can influence how NQTs interpret and manage the contextual factors

1.2.2 Rationale: teacher education theory and reports on teacher attrition

Following my own experience and the pilot study findings I was led to further investigate the reasons for the growing attrition rates and dissatisfaction amongst teachers, within the first five years of employment, and the reasons behind the struggle to recruit for this profession. The DfE (Department for Education) (2015) statistics highlight the significant number of teaching posts that schools are not able to fill permanently. However, the National Audit Office (NAO), attribute the dearth of teachers to the low number of graduates in some shortage subject areas: Physics, Maths and Design Technology (Carmichael, 2017). Despite the Government's failure to meet

its recruitment targets for initial teacher education for the last five years, M.P. Justine Greening, acknowledges that ‘the challenge is making sure it (teaching) remains an attractive profession that gets the top graduates coming into it and can then hold on to those people once they have qualified’ (Carmichael, 2017, p.5). The DfE (2015) reports that the number of teachers leaving the profession as a proportion of the total number of teachers in service (known as the wastage rate), is 10.6%. The same figures reveal that more than 100,000 potential teachers have never taught, despite finishing their training (DfE, 2015). These attrition rates are particularly pertinent to disadvantaged urban schools as they are more prone to teacher turnover (Allen, Burgess and Mayo, 2012). This is very relevant for my research as it takes place in a similar school setting. The latest recruitment and retention figures in the UK (United Kingdom) draw attention to workload (Carmichael, 2017), school situation, conflicting agendas between teachers and educational reform that can contribute to burnout, as the main areas of concern. This is substantiated by The ATL’s (Association of Teachers and Lecturers Union, January 2015) qualified members’ survey, which states that over three quarters of trainee teachers and newly qualified teachers have already considered leaving the profession due an excessive workload. Forty eight percent of newly qualified teachers, who study at undergraduate level, leave the profession after five years and 43% of those who train at postgraduate also leave after five years (House of Commons, 2012). Seventy six percent of newly qualified teachers cite workload as the predominant reason for considering to leave the profession (Carmichael, 2017). However, the Government have acknowledged this factor and have committed to ‘reduce bureaucracy and tackle unnecessary workload’ (DfE, 2016, p.36).

Apart from a heavy workload as a cause of early attrition, other motives include pupil behaviour. Sixty eight percent of 1,400 teachers agreed that negative behaviour is driving teachers out of the profession, with secondary teachers more likely to agree with this statement than primary teachers. Half of the sample (51%) felt that teachers with less experience were more likely to be driven out of the profession by negative behaviour (House of Commons Education committee, 2010-2011; DfE, 2016). Previously, the Teacher Support Network's (2010) Behaviour Survey indicated that 70% of its respondents cited poor pupil behaviour as a reason for them to consider leaving the profession. The reasons cited for early attrition indicate a significant disparity in how teachers are prepared for the teaching role, to withstand the challenges of the profession. Smethem (2007) encourages teacher educators, and the profession, to create spaces that build teachers' sense of resilience and coping strategies in an attempt to increase retention rates.

However, it is important to note that Government reports (Carmichael, 2017, DfE, 2016) determine mainly contextual factors: workload, school situation and pupil behaviour, as the main roots of attrition. Although the *Education Excellence Everywhere* White Paper (DfE, 2016) does acknowledge how job share and part-time contracts may support the retention of teachers who have family commitments, it does not address other individual factors. This contrasts with research from Teacher Education Theory that advocates that consideration be given to both individual and

contextual factors (Flores and Day, 2006; Day and Leitch, 2001) (§1.3.1) when addressing attrition rates.

1.2.3 Rationale: existing calls for support with social and emotional processes

Providing a more holistic support system for teachers to cope with pupil behaviour and the emotions involved in teaching (Hochschild, 1993; Hargreaves 1999a; 1999b; 2000) and in Special Education (Peter, 2013) is not a new phenomenon. However, what is lacking is the implementation and maintenance of such support in such frantic working environments. Hulusi and Maggs (2015) in their recent study on Work Discussion Group Supervision for Teachers, highlight how recommendations for reflective spaces for teachers, outlined in the Elton Report (Stringer et. al., 1992), did not materialise as originally planned. This, they claim, was indicative of the lack of time available within hectic educational institutions to collectively reflect on interpersonal dynamics. Hulusi and Maggs (2015, p.30) strongly argue for the implementation of ‘supervision for teachers,’ as its absence is a salient factor in a variety of negative work-related and psychological consequences.

The topic re-emerged in a report for the House of Commons (2010) by the Children, Schools and Families Committee. It highlighted the absence of adequate support for teachers, during initial teacher training or immediately afterwards, and recommended the inclusion of strategies to develop reflective practice. This included regular opportunities, in the form of Work Discussion Groups, to explore and discuss pupil behaviour, classroom management and relationships with colleagues. This was in an

attempt to understand the psychological factors that influence teaching and learning as well as intending to reduce attrition rates, precipitated by interpersonal dynamics between teachers, students and colleagues (House of Commons, 2010). Work Discussion Groups, usually facilitated by Educational Psychologists (EPs) have contributed significantly to supporting the five key outcomes of the Every Child Matters agenda (DfE, 2004a) through the use of an evidence based psychological perspective within a clear problem-solving framework (Monsen et al., 1998; Kelly, Woolfson and Boyle, 2008; Monsen and Frederickson, 2008). They have supported teaching staff with complex situations that occur in the classroom and the wider community through the implementation of various problem-solving interventions. However, as previously stated, the recommendation was to offer regular opportunities and not a compulsory reflective space as part of ongoing professional development.

Bennett and Monsen (2011) review the four-dominant problem-solving interventions that derived from this House of Commons Report; Staff Sharing Scheme; (Gill and Monsen, 1996), Circles of Adults; (Wilson and Newton, 2006), Collaborative Problem-Solving Groups; (Hanko, 1999), Coaching; (Monsen and Cameron, 2002), Issues raised include student behaviour and classroom management. However, according to the literature these interventions have been mainly talk based and not specifically NQT focused. Incorporating creative methods into an exploration of behaviour (as in Dramatherapy supervision) can firstly enable an emotional exploration of the issue (Day and Leith, 2001) as the emotional world often emerges initially in conversations through metaphors we use (Hawkins and Shohet, 2006) and

secondly, they facilitate self-knowledge in unobtrusive or indirect ways (Haggarty and Postlethwaite, 2012). This is owing to the ability of creative methods to render unconscious processes more visible by bringing them into conscious awareness through the medium of the metaphor (Snyder, 1999). The word metaphor in Greek means to carry across, indicating a transfer of meaning from one frame of reference to another (Grainger, 2004). This suggests that issues and solutions can potentially be found more easily through creative methods. However, this all depends on how ready participants are to engage in this manner and consideration needs to be attributed to an inclusive approach that caters for all.

These aforementioned problem-solving facilitations provide a helpful space for teachers to explore challenging pupil-based situations but there is no empirical evidence to support their efficacy bar case studies. There is little empirical research to support the methods and there is an absence of quantitative research methods to ascertain the efficacy of the approach pre- and post- intervention (Bennett and Monsen, 2011). There is also the question of sustainability of what is learnt in these problem-solving groups if they are only ad hoc or short-term interventions.

Nonetheless, the benefit of this work has shed light on a seemingly growing necessity for a platform upon which teachers can explore the social and emotional aspects of teaching and learning.

Bennett and Monsen (2011) highlight how these approaches to support teaching staff avoid consideration of the impact of group processes and do not include supervision

for the facilitators. Within my Dramatherapy supervision research fieldwork, supervision for the researcher and/or facilitator is provided by a trained Dramatherapy supervisor. Also, Dramatherapists are trained to facilitate groups and individuals. Group dynamics are important to be considered within the fieldwork sessions as they provide a parallel or mirror of classroom dynamics. Also, not only do most job specifications for teachers require ‘the ability to work as a member of a team’ (Youell and Canham, 2006, p117), but it is also a requirement of ‘professional attributes’ and ‘teamwork and collaboration’ within the core standards of teaching (TDA (Training and Developmental Agency for Schools), 2007, pp. 2-13). This influenced my decision to facilitate group sessions as opposed to individual.

1.2.4 Rationale: impact of teacher stress and attrition on school communities

Ignoring a call for support for teachers can have serious implications for the emotional well-being of pupils. A teacher’s ability to be resilient has a direct impact on student welfare. The Every Child Matters (DfE, 2004a) initiative aims, outlined in the Children’s Act 2004 (Penna, 2005), state that pupils have the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. Although this initiative has not been actively supported by government since 2010, I have included it as my research began in 2010/2011 when this was at the forefront of government policy. These objectives can be impeded if teachers’ stress causes them to behave inappropriately in the classroom and students subsequently experience this teacher misbehaviour or what has been coined ‘didactogeny’ - a faulty education that harms children, (Sava, 2002, p.1008). This contravenes the core standards of

‘professional attributes’ in teaching (TDA, 2007, p.7) that stipulates maintaining ‘high standards of behaviour’ and ‘communicating effectively with young people.’ This notion is not new and has been expressed by renowned educational theorists. Bruner, who has encouraged teachers to address their own behaviour, argues for intersubjective theorising which entails teachers reflecting on their own practice, behaviour and perceptions when a student’s learning appears to waver, rather than looking for the causes exclusively within the behaviour of the student (Moore, 2012).

This concern for student welfare aligns with recommendations outlined in the Good Childhood Inquiry (Dunn and Layard, 2009), that states how adults have to change in order to bring up children to reach their full potential. This has implications for other adults who are responsible for looking after children and young people, namely the loco parentis role of schools and educators. If teachers are to change their behaviour, in order to better support their pupils through the education system, they require additional support in this endeavour. Firstly, they need to demonstrate empathy and compassion for themselves, in order to cultivate positive relationships with their pupils (Gilbert, 2009), which attributes to attending to individual factors that influence their reactions to the external contextual factors. However, this requires a paradigm shift in teacher training, school communities and continued professional development (Carmichael, 2017). Therefore, it is important to outline the teacher training routes and the induction year, in order to ascertain existing support systems that support NQTs, and subsequently identify the gaps and the potential role for strategies from Dramatherapy supervision.

1.3.0 Teacher training in the UK: a brief overview

Teacher trainees in the UK must validate that they meet the Secretary of State's Qualification for Teaching (QTS) standards. These preserve the basic professional knowledge, skills and understanding that teachers are expected to acquire (Macbeath, 2011). Teachers employed in local authority maintained schools in England are required to have Qualified Teacher Status (QTS). This requirement also pertains to academies, special academies, special educational needs coordinators and designated teachers for looked after children (Roberts and Foster, 2016). The Post Graduate Certificate of Education (PGCE) structure includes, as with undergraduate programmes, interchanging periods of university teaching and actual teaching practice.⁴

1.3.1 Teacher training: schools based training routes and teacher retention

There has also been a surge in the establishment of employment-based routes/graduate training programmes under which trainees are employed and trained on the job (often with HEI input) since the Coalition Government between 2010 and 2015. In addition, there are programmes such as Teach First and the Graduate Teacher Programme, which are sometimes managed solely or jointly by HEIs (Higher Education Institutions) (Macbeath, 2011). The Graduate Teacher Programme no longer exists except in Wales. It was an employment based route theoretically suited

⁴ Secondary school trainees usually spend at least 24 weeks on school placements, while primary teacher trainee placements last for at least 18 weeks. During these teaching experiences trainees spend time observing, co-teaching and being mentored, eventually being given a class to teach with the teacher present, observing and following up with helpful formative assessment (Macbeath, 2011).

to older entrants (Furlong, 2005) that entailed working and being paid as an unqualified teacher whilst attending university once a week.

Teacher training underwent some salient changes both in its recruitment and training processes in 2010. Universities were no longer the predominant teacher training provider when teaching schools were set up to provide that training. One of these models includes the programme entitled Teach First which recruits highly able graduates, who would not otherwise have considered teaching, to work in some of the country's most challenging schools for at least two years⁵. Even though they are chosen because they would not otherwise have considered teaching, some 60% do stay in teaching (The White Paper, 2010). That still indicates that 40% do not remain in the profession.

Further teacher educational reform includes the launch of Schools Direct,⁶ a teacher training programme, whereby the school, or partnership of schools, recruits and trains its own teachers. The School Direct (salaried) pathway of these replaced the earlier

⁵ It trains graduates for six weeks in the summer and then places them in schools as paid trainees, also offering a range of opportunities for them to develop as leaders. In 2010 over 5,000 graduates competed for 560 places on the scheme and Teach First is currently seventh in the Times Top 100 list of graduate employers. Ofsted, in its first review of Teach First in 2008 said that half of the trainees were 'outstanding' while some were 'amongst the most exceptional trainees produced by any teacher training route'.

⁶ There are currently two pathways to entry; one pays the trainee's tuition fees, the other pays the trainee a salary. This is based on a year of general work experience. The school chooses which accredited training provider it would like to work with and the funding is split between the provider and the school. Since its inauguration in 2012 there are reported to be over 900 Direct School Partnerships with 15,000 training places (Report by the National College for Teaching and Leadership, June 2015).

Graduate Teaching Programme, which was closed to new applicants in October 2012. Additionally, School-centred initial teacher training (SCITT) courses have been designed and delivered by groups of schools that have been given government approval to manage their own ITT (Initial Teacher Training). They are similar to the School Direct (tuition fee) route. Students are usually based in one school from the consortium, the lead school, while completing teaching practices at others within the group. As with the School Direct (tuition fee) route, courses generally last for one academic year full-time and result in QTS. Many also award a PGCE from a university (Roberts and Foster, 2016).

The purpose behind the move toward an increasingly school led training system has been positively received as more beneficial to the needs of the trainee teacher. They can offer more practical, hands-on preparation supervised by experienced teachers, rather than university lecturers, who may be more removed from everyday school life (A. Jones, 2015). Whilst school led training has been endorsed in the White Paper (2016), there is also a proposal for strengthening existing university-led training. Conversely, Carmichael (2017, p.25) reports that teacher shortages and retention figures may be negatively influenced by the ‘absence of a central application system for school-led ITT.’ Le Maistre and Pare (2004) stipulate that it is likely that student teachers would obtain a limiting range of strategies if all their training is in one school. However, SCITT offers trainees placement practice in other schools within the consortium, which offers some variance.

In relation to my research, the NQTs were employed under the Schools Direct Programme. Therefore, this has implications for how a teacher's individual factors may be influenced by contextual factors. Whether it is positive or negative, or a mixture of both, it only provides one experience, which prevents trainees from acquiring a more varied perspective on different contexts and of themselves in relation to these contexts.

Other teaching routes include the Troops to Teachers initiative which were established under the Coalition Government in 2010 and The Researchers in Schools programme was established to attract PhD graduates into teaching (Roberts and Foster, 2016). Ellis (2010) critiques the formulaic nature of teacher pre-service education whether it be school-centred or university based. She perceives the problem in teacher training as the inability within the system to critically inspect the meaning of experience in order to advance professional knowledge. She questions whether teacher development of knowledge prepares trainees with the skills to form relationships, to engage in collaborative work, to contribute to a system of activity that is already in motion and has the potential to evolve and be changed. This suggests a call for the raising awareness and training on how individual and contextual factors interact in teachers' meaning making processes.

Findings by Hobson et al. (2009a), investigating the reasons for teacher withdrawal, during initial teacher training, discovered that factors that lead to early attrition

include workload and negative school experiences. This coincides with Ellis' philosophy (2010) and Chambers et al. (2010) on the capacity of training to develop pre-service teachers' resilience and interpersonal skills so they are more suitably equipped to cope with the reality of teaching. Conversely, findings also reveal that those who undertake the employment-based routes are less likely to terminate their training (Hobson et al., 2009). Most recently the Carter Report (2015, p.10), recommends that trainees need to understand typical expectations of 'children at different stages of development' as well as issues that can have an impact on pupil progress. It also proposes for the most effective ITT programmes to be practically focussed and underscored by a deeper understanding of behavioural issues. 'We believe it is crucial that trainees receive practical advice - tangible strategies for new teachers, grounded in evidence.' This proposal occurred after my fieldwork. However, it offers a potential opportunity for the inclusion of my research in future studies that aim to deepen teachers' understanding of behaviour and emotions.

1.4.0 Induction: teacher retention

In the immediate post qualification period, NQTs are subject to a statutory induction period (Teaching and Higher Education Act, 1998) which has been introduced to ease the transition from student teacher to fully qualified teacher.⁷ During this time the responsibility is on schools to support NQTs by, for example, offering them a

⁷ In order to successfully complete this period of induction (normally lasting one school year, for those in full-time teaching posts), NQTs must demonstrate their capability against a set of Standards which were designed to be consistent with, and build upon, those developed for Initial Teacher Training.

restricted teaching timetable (DfES, 2003; TDA, 2007), organising and facilitating further training and providing them with an induction tutor (often referred to as a mentor) as methods of support. By the end of this period teachers are expected to have met the core standards of professional practice which include professional attributes, professional knowledge and understanding and professional skills (TDA, 2007). Professional attributes cover communication and relationships in teaching that include the role of mentoring.

1.4.1 Induction: Mentoring that supports retention

Mentoring is such an integral part of induction programs that the terms mentoring and induction are often used synonymously (Ingersoll and Smith, 2004). Nielsen, Barry and Addison (2006, p.15) define ‘mentoring as one aspect of an induction program’: sometimes mentoring is considered the induction program. Mentors, usually experienced teachers, work with NQTs to help ease the novices’ transition from university student to full-time classroom teacher. Studies documenting the benefits of mentoring include: Franke and Dahlgren, 1996; Carter and Francis, 2001; Marable and Raimondi, 2007. They document a wide range of advantages that include increased self-reflection, self-esteem, personal growth and improved problem-solving capacities. Harrison et al. (2006) found that newly qualified teachers’ perceptions of a good mentor were being a good listener, being flexible, an ability to focus on issues, to enable discussion and reflection on practice, an ability to open up opportunities for them and broaden their experiences, an awareness or foresight to recognise pressure points which would need to be worked through by the beginning

teacher. Young and Cates (2010) found having a mentor trained in empathic listening helped NQTs to manage tensions around teaching. In this respect mentoring aids NQTs in the negotiation of individual and contextual factors. However, this is not a mandatory part of mentoring training as there is no formal standardised training for mentors yet.

Equally a number of studies have cited the limitations of mentoring which have resulted in NQTs feeling unsupported by their mentors, (Oberski et al.,1999; Smith and Maclay, 2007). These studies and others (Hobson and Malderez, 2013) have highlighted how the disparity and inconsistencies within the delivery and quality of mentoring across England have impacted on the training of mentors. Subsequently, a recent independent review of ITT recommended that mentoring ‘should have much greater status and recognition, within schools and within the ITT system as a whole. It should provide rigorous training for mentors that goes beyond briefing about the structure and nature of the course, and focuses on how teachers learn and the skills of effective mentoring’ (Carter, 2015, p.60). This presents an opportunity for mentors to acquire additional skills to support NQTs’ self-efficacy. This Report also includes a recommendation to develop National Standards for mentoring in the future.

The Becoming a Teacher (BaT) research project (2003-2009) explored beginner teachers’ experiences of initial teacher training (ITT), Induction and early professional development in England. Although the overall results were very positive, the recommendations and findings are pertinent to my research in that they highlight

the importance of addressing and building on the highs but, more importantly acknowledging the lows, for the NQTs. The positives included being accepted as a teacher, their influence on student progress and positive relationships with students and staff. The negatives shed light on the difficulty and challenges of poor pupil behaviour and the lack of supportive provision to deal with it. The BaT report (2009, p.130) recommended ‘Understanding and taking account of the emotional experience of first year teachers’ matters for a number of reasons, relating to NQTs’ professional development, identity, confidence, self-efficacy, commitment, motivation and retention.’ If NQTs have sustainable support to manage their workload, pupil behaviour and their new role, they are more likely to stay in the profession. These studies on mentoring highlight the vital role that it plays in helping NQTs make sense of the contextual factors unless the difficulty lies in relating to the mentor. A further study emanating from the BaT report (2009), by Hobson et al. (2012) investigating post-induction support for teachers recommended an alternative method of supporting recently qualified teachers through the provision of regional non-school based mentors such as those employed in the pilot physics enhancement programme for secondary school teachers of physics (Shepherd, 2008). Results of this external mentoring programme included reduced stress and anxiety. External mentoring creates a non-judgemental ‘third space’ wherein mentees are able to discuss learning needs and take risks in the classroom (McIntyre and Hobson, 2015, p.5). My research resonates with the ‘external’ component of mentoring that reduces stress and anxiety, as there are parallels between ‘external mentoring’ in teaching and having, as previously mentioned, an ‘external clinical supervisor’ in therapy.

1.5.0 Section summary

In summary, pre-service teacher education has undergone continuous restructuring since the initial de-centralisation of training from higher education institutions to training schools in 2010. The question to consider is: how well do these training routes prepare teachers for the post qualifying/induction period with the necessary skills to weather the challenges of the current educational climate, which forecasts cumulative attrition rates in the first year of teaching (Weale, 2015). Support sources for teachers and NQTs include mentoring, educational psychology problem-solving interventions and Work Discussion Groups. However, only mentoring has been specifically catered for NQTs and does not formally entail sessions on developing an understanding of the social and emotional aspects of teaching and learning, which is the gap my research seeks to address. My research resides in the body of knowledge that explores psychodynamic theory in teacher education and therefore, it aims to contribute to this existing research base. There is currently no research, that has investigated the cross-discipline intervention of adapting strategies from Dramatherapy supervision to the professional development of newly qualified secondary school teachers in the induction period. My hypothesis is that if teachers gain more self-awareness and a deeper understanding of the emotional processes involved in teaching and learning, they will have the opportunity to develop an increased sense of self-efficacy. A deeper understanding of self and others prevents novice teachers from becoming overwhelmed by the lives of others (Skovholt and Trotter-Mathison, 2011). This in turn may reduce teacher attrition rates in the future.

Chapter 2: Literature Review

2.0 Introduction

The breadth of literature that covers the topic of this study is quite expansive as it includes teacher education theory, psychodynamic thinking in education and clinical (Dramatherapy) supervision. Therefore, I have included literature from 2006 onwards only. Articles dated prior to 2006 are included in areas where there is limited research and/or historical evidence of previous relevant research. I have structured the literature into three categories: 1) teacher education, which explores some of the individual and contextual factors that influence attrition rates, 2) existing support systems, mentoring and psychodynamic thinking in education that aim to support both NQTs and staff, 3) theory and research on the benefits and transferability of clinical supervision (Dramatherapy) and the helping professions.

The rationale for exploring the individual and contextual factors is that the practitioner's identity and sense of self is interwoven with the giving role (Adams, 2014) or teaching role, which impacts how they interact and respond to contextual factors (§1.2.1), which is triggered by relationships with others. Some of the complex classroom dynamics and interpersonal relations amongst staff, as well as the individual psychological profile of the NQT, can lead to a low sense of efficacy and inadequate coping strategies. The teacher identity making process is about marrying past and present experiences (Feiman-Nemser, 2001a), which highlights the importance of understanding how background and demographics impact teachers.

Teachers often so closely ‘merge their sense of personal and professional identity that the classroom, becomes a main site for their self-esteem and fulfilment, and so too for their vulnerability’ (§1.2.0) (Nias, 1996, p.297). Vulnerability can engender emotional labour and burnout, which effects self-efficacy and coping strategies, that lead to attrition. Beauchamp and Thomas (2009) argue that teacher identity is a crucial element that should be implemented into teacher education programmes to explicate the negotiation between the personal and professional self.

Therefore, it is vital to review current research and policy that has impacted NQTs, in order to ascertain the potential place for strategies from Dramatherapy supervision. The literature also includes research on the models of clinical supervision and Dramatherapy supervision and their efficacy in aiding the negotiation between individual and contextual factors in their own fields, as well as among other non-therapy professionals in frontline service roles.

2.1.0 Section 1: Contextual factors influencing attrition rates amongst teachers

Recent statistics report that almost four in ten teachers are leaving within a year of qualifying according to an analysis of Government figures (Weale, 2015). According to Whitehall’s independent spending watchdog the number of teachers leaving the profession has increased by 11% over the past three years (Syal and Weale, 2016). The literature nationally and internationally has highlighted teacher attrition as a developing concern. Internationally, the induction of beginning teachers and their

retention in the profession is an ongoing issue and is part of an identity-making process in which individual and contextual factors are integrated and negotiated (Craig, 2014). This theme of attrition materialises repeatedly in literature originating in The Netherlands (Veldman et al., 2013), Canada (Kitchen, Parker and Pushor, 2011) and Israel (Orland-Barak, 2010), among other nations. However, there is some debate over where teacher turnover is higher. Other studies including Clandinin et al. (2015) believe teacher attrition to be only significantly relevant to the USA, Britain, Australia and Canada. In the USA, it is well known that 50% of beginning teachers leave the profession in their first five years of employment (Darling-Hammond, 2003; Ingersoll, 2004; Levine, 2006). High beginning-teacher attrition also occurs in the UK (Smithers and Robinson, 2003) and Australia (Ewing and Manuel, 2005). Clandinin et al. (2015) recognise how teacher attrition is not widespread in all the countries of the Organization for Economic Cooperation and Development (OECD, 2005).

However, research in France and Germany reveals that attrition rates are less than 5% within the first five years compared to the UK and USA (Struyven and Vanthournout, 2014). This may be due to the model of teacher salary progression, as exemplified by Germany, which has high starting salaries with relatively rapid growth to a salary plateau. That model is presumably most attractive to those who are willing to make a substantial initial commitment to teaching, as is required by the German system of initial teacher preparation (Ladd, 2007). Their teacher training programme is a long and rigorous process that entails six years of training and two years of probation as a qualified teacher before being granted full qualified teacher status. Qualification is

also dependent on teachers being at least twenty-seven years of age. It could be argued that attrition rates are low because teachers have had ample time to consider their long-term suitability for the profession and they have been supported throughout. This compares with the UK which has one of the highest proportions of secondary school teachers under 30, with 24 % at lower secondary level compared to an OECD average of 11 % (Sellen, 2016). The length of time in the school-led training routes in the UK differs significantly and may also be a contributing factor to increasing attrition rates (§1.3.0) as well as age and the developmental maturity of NQTs, which may impact their commitment. This is evident in the ITT route Teach First, which recruits graduates who are approximately twenty-three years of age. This particular programme has been reported to have very high two-year retention rates, but thereafter their retention is poorer than other graduate routes (Roberts and Foster, 2016). This aligns with DfE (2016) findings that state how retention increases with age and experience, which highlights the importance of supporting teachers in the initial stages. However, the White Paper, (DfE, 2016) has proposed an initiative to replace Qualified Teacher Status with a more robust and challenging accreditation to elevate the status of the profession. This will need careful consideration in a profession that already cites an unmanageable workload as a source of attrition.

An in-depth analysis of the OECD's Teaching and Learning International Survey (TALIS) revealed that teachers in the UK are working longer hours than other OECD countries, 19% longer than the average in other countries except for Japan and Alberta. This includes working evenings and weekends. This explains why workload

is cited as a main reason for attrition (§1.2.2). In Ladd's (2007) research, some teachers stated that higher salaries might have compensated them for these workloads, yet more than 40% reported that nothing could encourage them to stay. This was substantiated by the UK Government's recent U-turn on the National Teaching Service initiative (Roberts and Foster, 2016, p.16) which it later abolished due to an inability to recruit. It offered 'a package of support including a clear path to promotion and leadership roles.'

This demonstrates a need to address other issues that are influencing attrition such as the conflicting agendas between teachers and educational reform (Carmichael, 2017; McBeath, 2011; Ladd, 2007; Lasky, 2005) which have engendered a culture of what is termed 'performativity' (Gu and Day, 2007, p.1303; Ball, 2003). Performativity, according to Ball (2003, p.216), is 'a technology, a culture and a mode of regulation that employs judgements, comparisons and displays as means of incentive, control, attrition and change based on rewards and sanctions (both material and symbolic).'

This paradigm shift, which has occurred over the last four successive governments, was intended initially to offset a more accountable education system by dissolving the child-centred approach, instigated by John Dewey, as a way of raising standards and achievement (McBeath, 2011). The creation of Ofsted (Office for Standards in Education) was structured to cultivate a more robust and independent review of teaching standards, which provided clearer boundaries 'to educate children to a high level' (McBeath, 2011, p.378). However, these intentions were 'threatened by the over-emphasis in England, over a long period of time, on educational standards

coupled with performance, testing, attainment, measurement, and the punitive approaches to school performance,' (McBeath, 2011, p.378) resulting in performance pedagogies, still unable to demonstrate that they have had any effect on learning and teaching. Nonetheless, the advantages of reforms relating to 'performativity' could be ensuring that all children are catered for and that 'structures change to suit the individual child' (Peter, 2013, p.123) through personalised learning, especially for children and adolescents with learning difficulties.

Peter (2013) cites DfE (2012) policy on inclusion as a human right, which suggests that teachers and especially novice teachers should also be afforded the same, as a way of modelling good practice, given that they will be expected to demonstrate this in their teaching. In relation to special education, Peter (2013) advocates that trainees' development should be nurtured and necessitates attention regarding their pedagogical skills, as well as a holistic regard for their emotional well-being. Peter's work has generated transferable principles for supporting staff across many different contexts. This has implications for my study in that it occurs in a mainstream setting, as opposed to special education, yet it has a significant proportion of young people with learning difficulties on the register. Therefore, vulnerable students in mainstream may be at risk when teachers are pressured to perform and as a result split between their own judgements about good practice and their students' needs during a lesson observation or an Inspection. This can subsequently have psychological implications for teachers, especially NQTs, which can lead to them feeling resentful and ashamed (Ball, 2003).

Ball (2003, p.216) comments how a drive to create performative cultures is ‘epidemic’ across OECD countries and that it has forced teachers to set aside personal beliefs and values and live an ‘existence of calculation.’ Ball (2003, p.221) warns of a ‘values schizophrenia’ that is felt by individual teachers where commitment, judgement and authenticity within practice are sacrificed for impression and performance. This is pertinent to my research as such reforms can impact a teacher’s social identity (Bernstein, 1996) and can generate inappropriate coping strategies, emotional labour and cognitive dissonance, if the reforms contradict their own beliefs and values in the pressure to perform. My intervention aims to provide a space to ‘support’ NQTs with understanding some of these contradictions that contribute to low self-efficacy and ineffective coping styles. Recently, the DfE (2016), gave guidance on the professional development of teachers. It has recommended that school leaders build a culture of trust, challenge existing practice, by raising expectations and bringing in new perspectives, which includes support from someone in a coaching and/or mentoring role to provide modelling and challenge. This demonstrates an openness to addressing the existing attrition concerns.

Interestingly, some of the literature approves of teacher turnover for the following reason that teacher attrition can be a more complex phenomenon than is usually proposed. Drop outs often return to the profession years later after periods of absence, which often has a very positive impact on their teaching and commitment to their role (Lindqvist, Nordänger and Carlsson, 2014). Kimmitt (2007) asserts that teacher turnover can be a positive phenomenon for individuals, organisations and the

economy as it is normal to change career. Perhaps, this is also true in cases where teachers are not suited for the role and are not therefore proficient enough in their new profession (Fontaine et al., 2011), which is referred to as desirable turnover (Shim, 2010). Conversely, this finding contradicts other studies where researchers claim that the most suitable and talented among the newly qualified teachers seem to be those most likely to leave (Smith and Ingersoll, 2004), otherwise referred to as undesirable turnover (Shim, 2010). This, undoubtedly, questions the motives behind teachers entering the profession in the first place and the extent to which the training prepares them for the reality of teaching. Struyven and Vanthournout (2014), Skaalvik and Skaalvik, (2011) cite personal motives for attrition, which are based on individual experiences that are impacted by elements in the school context. These elements contravene their motives for entering the profession in the first instance. They include working with children and shaping their future, making a contribution, being of intrinsic value and perceived teaching ability. These motives align with findings in other countries, namely USA, Australia, Germany and Norway (Watt et al., 2012).

Rinke's (2013) longitudinal research study on why teachers leave and what they do next, suggests that some teachers consider teaching an exploratory career and leave the profession to follow a more attractive occupation. However, Fokkens-Bruinsma and Canrinus' study (2012) reveals that the least important motive for entering the teaching profession is the perception of teaching as a fall-back career. Findings in Rinke's study reveal that teacher status, a heavy workload and lack of an equitable work-life balance had a direct influence on the teachers' motivation to quit the

profession. Apart from this study, there is currently limited research on where teachers go next compared to the reasons that drive teachers to leave the classroom (Ingersoll and Henry, 2010; Lindqvist, and Nordänger, 2016).

However, Rinke's study raises the importance of instigating a more informative recruitment process for potential future educators, preparing trainee teachers more effectively and robustly to deal with the contextual factors by implementing more support both in training and in the early stages of their career, in order to increase retention rates. The limitations of this study and those aforementioned, nationally and internationally, are that they do not address the social and emotional implications of early teacher attrition on students and school communities in general.

2.1.1 Attrition: the cost of teacher turnover

Whether teachers leave the profession indefinitely or return from a break in teaching, the cost of this growing frequency of newcomers and leavers is not only an economic concern but can have a negative impact on student achievement (Macdonald, 1999). 'There is a growing consensus among researchers and educators that the single most important factor in determining a student's performance is the quality of his or her teachers' (Alliance for Excellent Education, 2005, p.1). Results by Ronfeldt, Loeb and Wyckoff, (2013) illustrate that teacher turnover has a significant and negative effect on student achievement in both Maths and ELA (English language arts). Furthermore, teacher turnover in this study is reported as being particularly harmful academically to

students in schools with large populations of low-performing ethnic minority pupils. This suggests, therefore, that it is the most vulnerable that are affected as teachers are more likely to leave the profession in low social economic status schools (Castro, Kelly and Shih, 2010). There is also evidence to suggest that there is a trend in cross-school migration of teachers moving from poor to not poor schools, from high-minority to low-minority schools, and from urban to suburban schools (Ingersoll and Henry, 2010). Recently published statistics suggest that schools in deprived areas and with economically disadvantaged pupils face higher levels of staff turnover (DfE, 2016d). Therefore, it is imperative to understand why teachers leave so that the necessary interventions can be made by schools and policy makers to remedy the situation by increasing retention rates (Guarino, Santibañez and Daley, 2006).

Whilst the academic ramifications of attrition are salient factors to consider, the literature does not comment on the importance of the relationships that vulnerable students develop with teaching professionals (Jane, 2010) and the subsequent psychological impact made by the revolving door in teaching on the students' emotional well-being (Martin, Sass and Schmitt, 2012). The loss of a school relationship, whether that be with peers or staff can reawaken conscious and unconscious memories of previous losses (Youell and Canham, 2006) and thus have an emotional and cognitive impact on vulnerable students (Bombèr, 2007). Cairns and Stanway (2004, p.37) believe this has detrimental implications not just for their

emotional development but also their academic progress.⁸ The changeover of staff can therefore negatively impact a student's ability to learn and more importantly their ability to trust authority figures. Youell and Canham (2006) argue that children cannot take a risk in learning/trying something new if they cannot trust the adult facilitating the learning. The above literature highlights the negative effect that early career attrition can have on young people. This is relevant to my study in that if teachers understand the impact of turnover on pupils, they will comprehend the potential difficulty that pupils have in trusting new teachers and be able to cope with the behaviour and defences against anxiety (Youell and Canham, 2006) that this can engender. Most of the reasons for job dissatisfaction are rooted in interpersonal dynamics or people-work (Mann, 2004) that sway a teacher's emotional management, which in turn influences their sense of efficacy, job satisfaction and occupational commitment.

2.1.2 Attrition: the contribution of identity issues

Flores and Day (2006) (§1.2.1) note that the complex negotiation of teacher identity encompasses both individual and contextual factors. They identify three main shaping forces: prior influences, initial teacher training, and school contexts. Feiman-Nemser, (2001a, p.1029) define teacher identity development as 'combining parts of their past,

⁸ The double whammy that affects many children whose early attachment needs have not been met is that failing to develop stress regulation leaves the baby with the problem of unregulated stress, which in turn causes injuries. The impairment of development may then be compounded by injuries that further limit the function of the developing brain.

including their own experience in school and in teacher preparation, with pieces of their present.’ They stress the importance of attending to beginning teachers’ entire lives as critical to better understanding early career teacher attrition as identity is a continuous process that includes interpreting and making sense of one’s experiences and values. This process also simultaneously aids the development of resilience, a crucial component to overcome adversity, which is strongly linked to self-efficacy and motivation (Gu and Day, 2007). However, these studies do not address Erikson’s stages of psycho-social development where identity is one that grows from the inner sense of self to include social and external factors (Breger, 1974). The interface between the inner and outer occurs from birth through relating with others. This is heightened during adolescence when the main focus is the negotiation between identity and role confusion⁹ (Fleming, 2004). Therefore, social and external factors are influenced by socio-cultural factors, namely family, childhood, and cultural values and beliefs (Samuel and Stephens, 2000). Osler’s (1997) ground-breaking study of the lives of 108 black teachers teaching in the north of England identified ethnicity, gender, and family responsibilities (particularly for women) as salient elements restricting the development of a professional identity. Therefore, ethnicity and gender can play a role in beginning teacher attrition (Macdonald, 1999). Studies that attended to ethnicity/race (Borman and Dowling, 2008; Guarino et al., 2006) found that Caucasian teachers are more likely to leave the profession. Other studies found that

⁹ The basic task of this period is to ‘separate oneself from one’s parents – especially the same-sex parent – and to assume an identity of one’s own’ (Fleming, 2004, p.9-11).

females leave the profession of teaching more often than males. Is this as a result of cognitive and cultural dissonance or insufficient preparation?

Samuel and Stephens (2000) highlight that teachers bring personal and cultural baggage which can both obstruct and advance the development of schools. Marx and Moss (2011) believe it is imperative that teacher educators confront pre-service teachers' ethnocentric worldviews and coach them to teach culturally diverse student populations so that teachers develop knowledge in cultural and linguistic diversity (Acquah et al., 2016) ('achievement and diversity' is a key element in the core standards of professional practice in the UK (TDA, 2007, p.9)). This is relevant to my study as the school population is multi-ethnic, yet there is a higher proportion of white teachers in the school. This can potentially be challenging for NQTs with contrasting backgrounds to that of their pupils (Huang and Van de Vliert, 2004; Yetim and Yetim, 2006). It also raises concerns about how teachers' personal and cultural baggage and in fact, the school's ethos, can impact their pupils' identity formation. Banks (1993) questions teachers' and in turn teacher educators, 'positionality' and teacher identity formation where 'important aspects of our identity are markers of relational positions rather than essential qualities' (Vavrus, 2009, p.384). Banks advocates this in relation to race and sexuality, by stressing the importance of teachers understanding how unspoken normalised white identity and heteronormativity can perpetuate institutional racism and sexism. This pertains to my study as the NQTs are teaching in a Catholic school, which, as per the doctrine, denounces homosexuality. This has implications for the pupils, but also for the novice teachers whose authentic self is potentially

further sacrificed by pressures of performativity (§2.1.0), that may be under pressure to adhere to the school context and ethos. These challenges of performance can give rise to inappropriate coping responses that are expressed through emotional labour and cognitive dissonance. Despite the recent *Educational Excellence Everywhere* White Paper (DfE, 2016, p.40) proposal to ‘support schools to develop a strong and diverse pipeline of great school and system leaders, funding activity aimed at groups who are under-represented in leadership positions like women and lesbian, gay, bisexual or transgender candidates or those from a black and minority ethnic background,’ and Peter’s (2013) (§2.1.0) inclusive SEND (Special Educational Needs and Disabilities) training, there is little research on these matters and how to address them in relation to attrition within the first five years.

2.1.3 Attrition: the contribution of emotional labour

One of the predominant interpersonal challenges of teaching is the pressure to present in a professional manner regardless of how the teacher is really feeling, especially when under pressure to ‘perform’ as discussed earlier. This phenomenon exists in most frontline caring professions: therapy (Knudsen, Ducharme and Roman, 2006), physicians (Larson and Yao, 2005), social work (Rajan-Rankin, 2013), nursing (Henderson, 2001) and the customer service industry (Hennig-Thurau et al., 2006). Emotional labour may involve enhancing, faking, and/or suppressing emotions to modify one’s emotional expressions (Hochschild, 1983). One example is a teacher changing how he/she feels or what emotions he/she expresses when interacting with a student, in order to hide his/her anger or disappointment and instead demonstrate that

he/she cares by smiling or making humorous comments. When emotions are underplayed, overplayed, neutralized or changed according to specific emotional rules (Zembylas, 2002; 2003) and in order to advance educational goals, teachers perform emotional labour (Hargreaves, 1999b). Grandey and Gabriel (2015) have recently offered a theoretical framework of emotional labour consisting of antecedents, consequences, and moderators. According to the framework, emotional labour consists of the emotional requirements of the situation, followed by one's internal regulation process, and outward emotion performance. That is, these three components are working together to constitute the overall emotional labour construct (Lee, Chelladurai and Kim, 2015).

Hochschild and other theorists have analysed the negative effects of emotional labour (Pogrebin and Poole, 1991; Fineman, 1996) pointing out how maintaining particular emotions often becomes stressful and alienating. The emotional labour must deal with issues such as cynicism and self-esteem management. Similar findings around the complexity of dealing with emotions that are triggered by the role are revealed in Rajan-Rankin's study (2013) with trainee social workers. A negative outcome of emotional labour is burnout, a general feeling of wearing out from the demands of work. Emotional labour as burnout occurs when workers 'can no longer manage their own or others' emotions according to organizational expectations' (Copp, 1998, p.300).

On the other hand, there might be positive aspects of the emotional labour demanded in teaching, including, for example, how teachers can and do enjoy their emotional work as carers even if they have to display non-genuine positive emotions. In other words, the effect of emotional labour on a caring teacher does not necessarily have to be harmful in terms of decreasing one's ability to care, as Goldstein (1999) assumes. Nyree Edwards (2016) reveals how constructs such as emotional labour, detachment and well-being are perceived in individual schools as beneficial (Sharrocks, 2014). Detachment may indeed be regarded positively by individuals as a strategy that enables them to achieve a holistic and comprehensive view of events (Hayes and Frederickson, 2008; Walsh, 2009). Emotional labour can serve as a method by which teachers protect themselves from becoming emotionally saturated with emotional material from their students, that they are not qualified to 'treat.' Additionally, it is prudent to note that a teacher is responsible for up to thirty students in a lesson and is responsible for maintaining control.

However, a teacher's resilience to the emotional pressures of teaching can be severely challenged in demanding school environments such as those with low socio-economic status (SES). Schools in low SES areas can be arduous and difficult for staff as a result of students with behavioural problems, low achievement, and multilingual backgrounds (Castro, Kelly and Shih, 2010). Elfers, Plecki and Knapp (2006) discovered that support for teachers' professional learning through incentives and access to resources was particularly important in retaining teachers in schools with

high rates of poverty. These problems can be exacerbated by major educational reform in accountability, assessment and the curriculum (Carmichael, 2017).

There is more research on the topic of emotional exhaustion in therapy (Cropanzano, Rupp and Byrne, 2003) than that of emotional labour, except for counsellors (Knudsen et al., 2006) working within substance abuse treatment centres, where it is cited as a result of recidivism among clients (McLellan et al., 2000). It could be argued that the stress of recidivism is equally pertinent to an educational setting, where relating both to habitual challenging adolescent behaviour and to organisational dynamics can be emotionally exhausting for professionals, as well as the repetitive cycle of care of young people going through the tumultuous stage of development, adolescence. Moreover, for some adolescents, childhood mental health issues can emerge during this period of life. Recent statistical figures released by the Young Minds Report (2016-2020 Strategic Plan) show how on average three children in every classroom are diagnosed with a mental health issue. Mental health issues can include depression, panic attacks, anxiety and suicidal thoughts. Teachers are therefore occupationally placed to experience the signs and symptoms of these conditions (Johnson, Johnson and Walker, 2011) without having the necessary psychological training or supervisory support that is more readily available to therapists (Riley, 2011). In such circumstances the teacher's complex negotiation of identity, can be contested when there is a disparity between individual and contextual factors (Flores and Day, 2006). When teachers are faced with unfamiliar behaviour and situations that jar with their beliefs and experience, their emotional labour can be

increased when they experience what psychologist Festinger (1957) refers to as a powerful motive to maintain cognitive consistency, as cognitive dissonance. This refers to the difficulty in coping with situations that conflict with inner beliefs. This occurs when new knowledge is incongruent with previously acquired learning (McFalls and Cobb-Roberts, 2001). If consonance is not achieved, maladaptive and irrational behaviour may arise which can impact on pupils' emotional well-being as well as their ability to learn. In this case, if the school and or the students do not fit the expectations of the teacher, he/she may struggle to decipher the interplay between the internal and external components: internal (those based on the teacher's internal beliefs about education) and external components (bureaucratic and sociological influences such as the training programme and ensuing induction courses) (Rideout and Windle, 2010), which can lead to ambiguity and disengagement.

Hoffman et al., (2007) use the term role ambiguity to define dissonance, as a lack of clear, consistent information about the rights, duties, and responsibilities of teaching, and how to perform each one. When teachers' personal beliefs about their roles as special educators and their actual day-to-day activities are in conflict, role ambiguity occurs (Wisniewski and Gargiulo, 1997). As a result, teachers may react in inappropriate ways that impede positive student-teacher relationships (Riley, 2011). This elucidates the importance of exploring the roots of one's cognitive dissonance as a method of removing the ambiguity and potential negative impact on pupils. If teachers can be curious about their own dissonance they may subsequently model good practice of how to challenge and manage their cognitive dissonance to their

pupils (Gorski, 2009). However, if it remains outside of their conscious awareness and curiosity it can lead to burnout and consequently low self-efficacy. Exploring these potential blind spots may also reduce role conflict, and unclear expectations that can contribute to job dissatisfaction and burnout amongst teachers.

2.1.4 Attrition: the contribution of burnout

Freudenberger (1974) first used the term burnout, Maslach (1978; 1982), a forerunner in burnout research, referred to professional burnout as a syndrome of bodily and mental exhaustion, in which the worker becomes negative towards those they work with, and develops a negative sense of self-worth. Figley (1995, p.7) defines burnout as an accumulative process that occurs over protracted periods of exposure to job strain, compared to ‘compassion fatigue’, which arises from ‘helping or wanting to help a traumatized or suffering person’. Burnout is considered a distinct construct separate from other mental health disorders, from a general stress reaction, and from other work phenomena such as job dissatisfaction (Maslach, Schaufeli and Leiter; Awa, Plaumann and Walter et al., 2010). Burnout can manifest both physically (chronic fatigue, headaches, gastrointestinal problems and insomnia (Rosenberg and Pace, 2006) and emotionally (hopelessness, cynicism, depression and suicidal ideation), within helping professionals. Skovholt defines the impact of ‘caring burnout’ relationally as ‘the erosion of our ability to attach with the next person in need’ (2012, p.139).

Research conducted by Schlichte, Yssel and Merbler (2005) discovered that burnout amongst teachers tends to happen more commonly in teaching as a result of the isolation and alienation that occurs in the profession. Few studies focusing on beginning teacher well-being and attrition have investigated early career burnout as a possible explanation for attrition in beginning teachers (Goddard and O'Brien, 2003; O'Brien, Goddard and Keefe, 2008). Furthermore, the large discrepancies between actual teaching experience and the career aspirations of the experienced teacher suffering from burnout, may be evident in beginning teachers during their first year of practice, as a mismatch between actual experience and pre-employment expectations. Friedman (2000) and Schonfeld (2000) both report how beginning teachers' disappointment, arising from unrealised expectations, can contribute to early career burnout.

Le Maistre and Paré (2004) explicate the conflicting messages that arise when trainees leave the learning institution and begin at the workplace. Often the experience is wrought with contradictions in ethics and practice (cognitive dissonance) and requires the newly qualified professional to make sense of and recalibrate their expectations. It could be argued that this may engender the teachers' sense of heightened emotional labour and proclivity towards burnout as they endeavour to wrestle with the reality of a workplace that contradicts their own past experiences. Høigaard, Giske, and Sundsli (2012) encourage the implementation of research-based knowledge about work engagement, teacher efficacy and burnout in teacher education in order to institute a professional mental readiness in teachers for

handling emotional and motivational struggles in their professional career and to perceive burnout as a social, collective and relational rather than individual phenomenon (Pyhältö, Pietarinen and Salmela-Aro, 2011; Skaalvik and Skaalvik, 2011). This is a suggestion keenly supported by Caspersen and Raaen (2014) who recently reported that novice teachers receive less aid from their superiors than what their experienced colleagues do, which contributes to burnout and low efficacy as well as negotiating the transition from training to the workplace. Caspersen and Raaen argue that this is potentially caused by the inability of newly qualified teachers to articulate their needs and to interact more effectively with their colleagues. However, some novice teachers feel inhibited to ask for help in case it is perceived unfavourably by other staff, especially superiors (McIntyre and Hobson, 2016).

2.1.5 Attrition: the impact of professional relationships and attachment

Relationships play a key role in both therapist and teacher identity formation and in how they approach cognitive dissonance as previous relationships have influenced their values and belief systems (McFalls and Cobb-Roberts, 2001). The significance of relationships between teachers and students, the cornerstone of effective learning in education, has been explored by Rogers, 1983; 1990; Lewis, 2006; Lewis et al., 2008; Cornelius-White, 2007; Riley, 2009; 2011. Riley's research differs from the others in that he goes beyond the realm of student-centred approaches to include all the relationships in the school. His study centres upon 'the 3Rs; relationship from the student's perspective, relationship from the teacher's perspective, and the priority given to relationship formation and maintenance from school leadership' (Riley,

2011, p.1). Le Cornu (2010, p.1) argues that maintaining and sustaining supportive relationships are integral for teachers to endure the ‘changing landscapes’ of educational reform. However, some form of reflection is required to facilitate this understanding of the teacher’s position in relation to his/her practice and relationships.

The complexity of relationships within education between the individual and contextual factors can be increasingly amplified for some teachers when they are under stress or have limited support systems. Within these matrices of relationships; - teacher-student relationship, teacher-personal relationships, and teacher education background - school context, teachers often have to withhold and regulate their emotions in order to maintain professionalism, previously discussed in terms of emotional labour (Hochschild, 1983). It could be primarily argued that this is as a result of not having an appropriate space to explore this material, notably in the induction period or indeed in pre-service training, in order to connect the demands of the profession to their own developing self-knowledge (Kelchtermans, 2009). This substantiates Riley’s (2011) call for teacher emotional support to reduce the negative effects of emotional labour and cognitive dissonance in teaching. Kinman et al. (2011), Korthagen (2001) (§2.2.0), Hargreaves (2000), Taxer and Frenzel, (2015) (§1.2.3) in their recent research, also call for interventions targeting teachers’ experiences of emotions in teacher training to promote the occupational psychology of teachers.

Forging an awareness of how teachers relate to students and their work contexts may offer them an insight into their own motivations and behaviour in the classroom as well as gaining a deeper understanding of the needs of their students who may also share similar psychological needs to their teachers. Riley (2009; 2011) aligns teachers' needs for belonging with attachment styles. Attachment theory in psychodynamic thinking refers to human relating and identity, and asserts that children learn about relationships through their experiences of them. Bowlby (1982) avows that attachment styles are evident by age three, as the child at this age has developed an internal working model based on their relationships with others, irrespective of whether they are positive or negative. Children who have experienced consistent appropriate care and trusting relationships with adults are more likely to be more open and trusting in future relationships, whereas those who have received inappropriate and inconsistent care and love, are more likely to be wary of new relationships and feel unworthy of care (Bowlby, 1988). In extreme cases of care deprivation these children are likely to develop an insecure attachment style. However, attachment theory does not acknowledge the paternal bond and feminists object to Bowlby's use of biology to justify what is essentially a cultural product of our own patriarchal but father-absent society (Luecken, 1988). There may also be other factors that are impeding a child's ability to foster relationships at school which should be given due consideration. These include Maslow's (Griffin, 2006) deficiency needs, which we are driven to satisfy because their absence creates anxiety within us. They include, in order, physiological needs, safety needs, belongingness needs and esteem needs. It is only when these are sufficiently met that an individual can self-

actualise. This is relevant to my study as the majority of pupils in the school setting have a very low socio-economic status, which infers that their physiological needs may not always be sufficiently met. Therefore, relationship building and learning will be a struggle until these fundamental needs are addressed. This also applies to the NQTs' needs, in particular, their sense of belongingness and esteem in the induction period (Tait, 2008). Schools in disadvantaged areas are challenging for novice teachers and can impede their resilience (Beltman, Mansfield and Harris, 2016).

However, in cases of an attachment difficulty, Kesner argues that the insecurely attached child will still continue to find a corrective emotional experience with another care-giver outside the home, the most likely being teachers at school (Kesner, 2000). If they achieve success in forming a relationship, some children may consciously or unconsciously wish to stay within the school setting and become like their care-giver, a teacher. Studies that support this phenomenon of teachers returning to work in schools include Wright and Sherman (1963), and Riley (2009). This contradicts the dominant discourse on motives for teaching which identifies a teacher's belief in their teaching abilities as key to entering the profession, aligned with other studies that recognise the predominance of altruistic (the desire to help young people succeed) and intrinsic (an interest in a subject) motives to teach (Thomson, Turner and Nietfeld, 2012; Pop and Turner, 2009; Watt and Richardson, 2008). However, none of these studies approach the unconscious motive to becoming a teacher as a method of acquiring a corrective emotional experience (Riley, 2009; 2011). This further highlights the notion that teachers' early experiences of

relationships can have a profound influence on their identity as a teacher and the interpersonal dynamics in the school, notably with their students and senior staff.

Other research conducted by Riley (2009; 2011) make pertinent links between insecurely attached teachers and aggressive behaviour in the classroom. Findings (Riley, 2009) conclude that adult attachment may be a useful lens through which to view the student-teacher relationship, notably due to the increasing evidence regarding teacher aggression and the resistance of some to professional development guidance on reducing their aggressive tendencies in the classroom (Riley, 2006; Lewis, 2006; Sava, 2002; Lewis, et al., 2005). This can have a negative impact on pupils' psychological, educational and somatic well-being (Sava, 2002). However, it would be prudent to exercise caution when assessing teachers' aggression and or other negative emotions as it may encourage school management to generalise about teachers' behaviours as an 'attachment issue,' and make incorrect assumptions. There may be other contributing individual and contextual factors that do not necessarily relate to early childhood attachments.

However, within the field of therapy, Skovholt and Jennings (2005) identify how a counsellor's attachment style can also have a profound effect on the flexibility of the helper when forming professional attachments. He states how counsellors who have experienced attachment distress in their own lives may struggle significantly to make optimal attachment relationships repeatedly with their clients. Although the purpose

of the relationship between teachers and students is different from that of counsellors and their clients, both professionals go through a 'cycle of caring', a one-way caring relationship, whose trajectory involves establishing, maintaining, ending and starting again (Skovholt and Jennings, 2005, p.84). Teachers are, therefore, not immune to the challenges that this cycle of relating through beginnings and endings can perpetuate within their own attachment histories and in the quality of their relationships with their students.

Conversely, Sava (2002) recounts how teachers who adopt conflict-inducing attitudes towards students are less likely to burn out compared to those who do not employ a custodial style of behaviour management. The danger of this style is that it could be indicative of an 'avoidant attachment' style with students. This implies that the teacher may completely sever him/herself emotionally from his/her students as a coping strategy to inoculate against separation anxiety. This type of attachment can be expressed as emotional outbursts, aggressive behaviour, dismissive attitudes towards students, being emotionally distant or feeling fearful that students will reject them (Riley, 2009). Avoidant attachment behaviour can be a prerequisite for burnout. It has been reported that teachers with more adaptive coping strategies show a lower degree of burnout than teachers with coping strategies based on ignoring or avoiding problematic situations (Van Dick and Wagner, 2002). Roache (2008) highlights another contributor of burnout: if a teacher has limited or ineffective coping responses, the result of high levels of workplace stress can be burnout, causing a condition resulting in cynicism, depersonalisation of students, and emotional

exhaustion. This pattern of teacher behaviour can in itself increase teacher stress levels and it is likely that they may be subsequently more susceptible to extreme cognitive and emotional dissonance and low self-efficacy.

2.1.6 Attrition: impact of sense of efficacy and self-awareness

Regarding the UK early career attrition findings may be explained by findings from the TALIS report (Micklewright et al., 2014) and Hong (2012) that state how less experienced teachers in England – those with five years or less in the profession – tend to have lower self-efficacy. Teachers' self-efficacy can be defined as teachers' beliefs about their ability to influence student outcomes (Wheatley, 2002) or their beliefs in their capability to positively influence student learning (Ashton, 1985). The concept of self-efficacy emphasises the employment of human agency over how teachers self-perceive their skills and capabilities (Skaalvik and Skaalvik, 2010). Self-efficacy beliefs impact the time, effort and resolve individuals expend in dealing with adversarial situations. Self-efficacy among beginner teachers is usually centred upon their experiences of managing and motivating pupils (Woolfolk and Hoy, 1990), which impacts teacher retention levels (Brown and Wynn, 2007).

Hong's (2012) study employed semi-structured interviews with seven leavers and seven stayers who had teaching experiences of less than five years. The findings revealed that both leavers and stayers had inherent interests in working as a teacher. Also, both groups identified similar struggles when working as a teacher, such as

classroom management and effective delivery of lessons. However, leavers presented weaker self-efficacy beliefs than stayers, who tended to get more support and help from school administrators. Additionally, leavers held beliefs that imposed heavy burdens on themselves, which may have created stress and emotional burnout. Unlike leavers, stayers often reported using strategies to prevent them from being burned out such as setting boundaries that establish healthy relationships with students. This research implies that teachers with higher levels of self-efficacy and self-belief are more aware of their own limitations and thus more confident in asking for help and in having their needs met.

Conversely, teachers with lower self-efficacy have less self-belief and are less likely to notice when they are approaching burnout. This could be compared to the notion of self-efficacy in psychodynamic theory that pertains to the interpersonal aspects of self-efficacy and how it is established through our relationships with others. From a psychodynamic perspective, psychotherapist Mollon (2002) illuminates the origin of self-efficacy as rooted in the earliest relationship between the infant and the primary care-giver. Mollon highlights the significance of a mother's response to her baby through smiling and positive communication, denoting the baby's capacity to evoke a positive response in the mother. If there is no positive response, or indeed any response over a protracted period of time, then the baby is likely to internalise the mother's reactions as a negative judgment on the self and subsequently feel impotent, ineffectual and emotionally insignificant. This has implications for teaching in that if teachers have not experienced a 'good enough sense of self' in their lives, prior to

teaching, through interactions with others, they are more vulnerable to beliefs about low self-efficacy and they are less likely to employ self-care strategies. Teachers' low self-efficacy can be exacerbated then when they receive a lack of support and recognition from colleagues and senior management, which if unnoticed, can result in burnout (Wang, Hall and Rahimi, 2015; Gavish and Friedman, 2010). However, Mollon's theory is looking specifically through a psychodynamic lens and does not account for other precipitating factors, namely, trauma, life events and contextual factors in education that generate pressures of 'performativity' (§2.1.0). Mollon, too strongly, accepts nurture as a causative factor for shame and does not consider transgenerational trauma or morphogenetic resonance (Sheldrake, 1995).¹⁰

Some research indicates that teachers with low perceived efficacy are the ones most likely to drop out of the profession (Riley and Ungerleider, 2012). Teachers with perceived low teacher efficacy seem to cope by avoiding dealing with academic problems while teachers with high perceived efficacy direct their efforts at resolving their problems. Teachers with low self-efficacy turn their efforts inward to relieve their emotional distress and cope by withdrawal, which heightens emotional exhaustion and depersonalisation (Bandura, 1997) and tend to use strict regulations and negative sanctions to push students to study and are generally cynical about students' ability to improve (Bandura, 1986). Skaalvik and Skaalvik's (2010) study

¹⁰ The tendency for events to happen repeatedly in the same location. He maintains that the individual is deeply embedded in the wider energy field and every aspect of the field is contained in the client (Sheldrake, 1995).

found a correlation between emotional exhaustion, depersonalisation and low self-efficacy. However, mediating factors that influenced high self-efficacy included emotional support from school leadership, in contrast to low self-efficacy, which was correlated with pressure from pupils' parents.

Conversely, Tsouloupas, Carson and Matthews (2014) reveal that factors influencing teachers' self-efficacy included professional preparation and development from training through in-service years, sources of support and the personal learning process in managing behaviour that takes place over time. Findings also indicate that continuing in-service training on student behaviour management was insufficient and lacking in depth. They propose more robust training and ongoing support to reduce teacher turnover as a result of challenging pupil behaviour (Tsouloupas et al., 2010). The recent Carter Report (2015) has recommended more training on behaviour management and adolescence (§1.3.1) for trainees.

Teachers with high efficacy seem to be more open to new ideas and are more willing to experiment with new methods (Guskey, 1988) display greater enthusiasm for and commitment towards teaching (Allinder, 1994), be less critical of students when they make errors and work longer with students who are struggling (Ashton and Webb, 1986), experience greater job satisfaction (Moè, Pazzaglia and Ronconi, 2010), experience lower levels of burnout (Skaalvik and Skaalvik, 2010) and illness (Schwerdtfeger, Konermann and Schönhofen, 2008). Abernathy-Dyer, Ortlieb and

Cheek (2013) maintain that academically, pupils, also, have been found to attain better academic achievements with self-efficacious teachers. These findings emphasise the importance of resilience and self-care programmes in teacher training, so teachers can feel emotionally equipped and robust to withstand feeling overly stressed, lost at sea or experience the teacher shock (Høigaard et al., 2012) in the induction period (Ingersoll, 2012). Resilience building in education requires an organised reflective space. Steel (2001) recommends that one way of easing this stress is through the establishment of clinical supervision to the educational field.

In the field of Dramatherapy supervision, Jones and Dokter's study (2008) reveals how 90% of the participants cite supervision as central to their practice, which was inclusive of both newly qualified and experienced Dramatherapists. The benefits of supervision include having a reflective space to develop different perspectives to better understand their clients, their own process and their practice through both verbal discussion and the creative arts.

2.1.7 Section summary

In summary, a review of the literature on potential causes of attrition amongst teachers suggests that there are many factors that contribute to newly qualified teachers' occupational well-being in the early stages of their career. There is an argument to consider both individual and contextual factors in the developing identity and retention of a newly qualified teacher. Experiencing emotional labour and

cognitive dissonance at the start of a teaching career can lead to low self-efficacy, burnout and early attrition, if over-used as coping strategies and left unaddressed. However, how a teacher responds to the above factors is predicated on individual characteristics and past experiences. Mediating factors that can reduce the aforementioned challenges include relational and systemic elements within the teacher's working environment. There are salient similarities between teaching and other helping professions in terms of engaging in people-work that encompasses challenging social and emotional elements. Nonetheless, therapy (in the UK) includes supervision as a mediating factor to support the well-being of staff, although it is not solely a prerequisite for the immunisation of burnout and low self-efficacy.

2.2.0 Section 2: Reflective practice, support systems and mentoring

Considering the literature on reflective practice in education is integral to my study as it is a key component of the implementation of strategies from Dramatherapy supervision. The notion of reflection in teaching is an extensive area of research and there is debate as to its efficacy in teaching. Quinton and Smallbone (2010) perceive reflection as a kind of teacher's self-assessment or self-awareness defined by a series of steps. Gelfuso and Dennis (2014) deem reflection a process to produce a warranted assertion, and they define this process by means of the phases proposed by Dewey¹¹ (1933, pp.106-155). This is somewhat similar to Jackson's (2008) Work discussion

¹¹ 1) Perplexity: responding to suggestions and ideas that appear when confronted with a problem; 2) Elaboration: referring to past experiences that are similar; 3) Hypotheses: developing several potential hypotheses; 4) Comparing hypotheses: finding some coherence within these hypotheses; 5) Taking action: experiencing 'mastery satisfaction, enjoyment' when selecting and then acting on these hypotheses.

Group's model in that it is structured around individual case presentations, whereby the teachers are facilitated to consider the 'problem' from different perspectives and reflect on different hypotheses, before considering what actions to implement.

Other recent thinking about reflection refers to observing a situation from an 'aerial' view. Postholm (2008) and Loughran (2002) regard reflection (forceful reflection, in her terms) as thinking in new ways or seeing things from other angles, pointing the way to development. This definition corroborates Dramatherapy theory on perceiving different perspectives. Lahad's (1999) theory of the three internal roles (client, therapist and supervisor) proposes that the therapist can access these three roles to gain different perspectives and levels of awareness of a situation in Dramatherapy supervision: 'throughout the process of recalling a session the therapist needs to put the events into some form of perspective and in doing so she may gain a better comprehension of what took place' (Couroucli-Robertson, 2013, p.192). As this new perspective is brought into conscious awareness the therapist can bring this learning into forthcoming sessions and potentially respond more effectively in the moment if similar situations arise.

Within teacher education, Korthagen (2001, 2010) defines reflection as the transition between different types of knowledge (from gestalt to schemata to theory). Crasborn et al. (2010) compare this definition to Schön's (1983) theory of reflection-on-action

and reflection-in-action, which aligns with the Dreyfus model¹² that advocates how the body, through repetition of practice, gets accustomed to practices that were initially new to them. Time and repeated practices enable them to respond ‘in-action’ where ‘some key components of practice become ‘habituated’ in their body, so that they do not have to think about them, they are able to give thought to other aspects of that practice, and integrate components to achieve a more fluid and successful experience’ (Reid, 2011, p.301). Reid (2011) argues that this return to a ‘focus on practice’ is exemplified by the 2010 coalition Government’s decision to create school-based training programmes for teachers.

Reflection-in-action also pertains to using the reflective skills acquired in post session/lessons reflections in the present while teaching or facilitating therapy. Clinical supervision within the field of therapy trains therapists to develop reflection in action through the mechanism of the therapist’s internal supervisor, who can step out and observe the therapeutic process whilst maintaining intimacy with the client (Casement, 1985). However, recent research in teacher education perceives these slightly differing approaches to reflective practice as a problem of ambiguity which has been highlighted by Clarà, 2015; Akbari, 2007 and Mena, Sanchez and Tillema, 2011. Clarà (2015) warns that the ambiguity itself could be detrimental if it becomes an obstacle to reflection, which is a core component in teaching and learning. However, it could be argued that they all share a common purpose in that they offer

¹² The Dreyfus’ model of learning is a five-stage trajectory in which learners’ experience follows five levels or states of being: (1) Novice (2) Advanced beginner (3) Competent performer (4) Proficient performer (5) Expert

what Schön (1991) refers to as a conversation with the situation, and the ambiguity lies in how they frame and facilitate that conversation. Similarly, Korthagen's (2001, p10) 'realistic approach' to teacher education advocates the integration of theory and practice based on teaching experiences and not as separate models, 'general teaching,' 'psychology of learning,' 'subject matter' etc. This approach promotes 'systematic reflection of (student) teachers on their own and their students' wanting, feeling, thinking and acting, on the role of context, and on the relationships between those aspects' (Korthagen, et al., 2001, p.10).

This integrated concept is central to Conway's (2001) proposed model of reflection in teacher education, which is similar to Feiman-Nemser's (2001a) theory of teacher development identity (§2.1.2), encompasses the past in the present, the immediate present as well as the future present. He argues that the power of imagination is a vital component of a teacher reflection model and that constructive reflection should not be limited to just retrospective reflection but should aim to also include prospective reflection. His methodology required participants to remember the actual experience of the year, to predict their anticipation for the year ahead, and retrospective reflection on their anticipation for the year they had just completed through interviews, focus groups and a storyline drawing. It would have been interesting to ascertain the teachers' self-efficacy beliefs and coping strategies on their reflection of what they would take forward into the next academic year.

Other studies undertaken to investigate the efficacy of reflective practice include Leiberman and Pointer-Mace (2010). They worked with teachers who created multimedia representations of their practice around essential events of teaching, such as establishing classroom routines. They highlighted the utility of these representations for uncovering the complexities of teaching. This idea of creating representations as a tool for both retrospective reflection and anticipator reflection promotes continuous learning which is the cornerstone of clinical supervision in the helping professions. These aforementioned studies are relevant to my research as they include metaphor and creativity as reflective tools. These studies highlight the positive practice of reflection but they are only temporary studies and do not necessarily provide an ongoing 'reflective' oriented support for teachers such as clinical supervision which is embedded in the ongoing practice of counsellors and therapists. The question remaining is who is best placed to deliver reflection sessions to teachers and is it an ad hoc part of their training or an integral part of continuous professional development (CPD)? A call for 'better support for schools to improve the quality and availability of CPD' has been recommended in the Government's White Paper (2016, p.20).

Other examples of a reflective space with teachers include Evans, (2005), Newton (1995), Gersch and Rawkins, (1987), and also with head teachers Gupta (1985). Madeley's (2014) doctorate research investigates the value of (clinical) supervision with Early Years education and care staff. Steel (2001, p.9) advises that 'supervision' (as exercised in the psychological therapies, social work and nursing) could minimise

stress for teachers who work with young people experiencing social, emotional and behavioural difficulties. She stated: ‘Supervision is a concept that is widely accepted and valued in the social service and nursing sectors, and evidence suggests that the educational field could benefit from adopting it.’

In summary, there are many different classifications on reflective practice in education. Despite the ambiguity that ensues from these diverse definitions they share a common purpose, to augment professional practice and teacher awareness. Some of the literature warns how the potential ambiguities relating to reflective practices may become an obstacle in themselves to reflection as the latter is a fundamental element in teacher education and pupil education. References to the utilisation of reflection in clinical supervision offer the teaching profession a potential framework for conducting ongoing reflective practice, as a method of furthering teachers’ learning and maintaining their well-being. Reflection is a key device in thwarting the possible ‘boredom or burn out’ against which Schön warns. The reflective process is not only ‘one of the most important ingredients in developing a professional role’ (Jennings, 1996, p. 42), but also in maintaining professional development. However, busy school environments would benefit from a standardised policy on the inclusion of reflective sessions as a part of professional development for teachers.

2.2.1 Support: school communities within education

Administrators and teachers who wish to create healthy schools and classrooms would do well to allow and encourage the development of diverse emotional cultures. They need to ensure that felt emotions are not unduly suppressed to the point of stressful consequences, but they should ensure that teaching is exciting, fun, and exhilarating. (Isenbarger and Zembylas, 2006). School leaders therefore play a pivotal role in supporting teacher resilience through developing collaborative and supportive school communities (Day and Gu, 2014; Schaefer et al., 2012). Such communities can have a positive influence on teachers' self efficacy and satisfaction (Hong, 2012; Shaefer et al., 2012; Smethem, 2007). According to Almy and Tooley (2012), despite widespread expectations that students are the primary source of teacher dissatisfaction and attrition, research shows that the work environment in school, notably the quality of school leadership and staff cohesion, matters more, especially among teachers working in schools in areas with high levels of poverty, both nationally and internationally: Stephenson and Bartlett, 2009; Totterdell et al., 2004; Skaalvik and Skaalvik, 2011. Cameron and Lovett (2015) conclude how collegiate support from colleagues, staff and mentors was instrumental in building resilience and reducing burnout amongst beginning teachers.

This 'whole school approach' to creating emotionally supportive environments is indicative of field theory. Field theory is defined by Lewin (1946) as forces within a 'field' or organisation that impact all aspects and individuals within the 'system'. Lewin (1946, p.388) purports that 'to understand or to predict the behaviour, the

person and his environment have to be considered as one constellation of interdependent factors'. This indicates that all members of a 'field' or organisation are interconnected and mutually influential. This strengthens the argument for a school systemic approach to the building and maintenance of resilience and well-being for all staff and students, which educates about the operation of interpersonal factors within an organisation and system. This could aid schools in understanding how staff and pupil behaviours are interrelated and that, in order to transform one aspect, the whole system needs to be considered, as the state of any part of the field is reliant on every other part of it (Eloquin, 2016). However, consideration needs to be given to the role of school leaders and the boundaries of their role. They are not necessarily trained with expertise in systems or field theory. It would be prudent to reflect on how Head teachers can be supported to create 'supportive' communities that develop teacher resilience in order to avoid professional risk.

2.2.2 Support: psychodynamic thinking in education

Youell and Canham (2006) and Salzberger-Wittenberg and Osborne (1999) strongly advocate the importance of the role of the teacher and the school as an 'emotional container' for children and young people. When the child enters formal education the teacher and the school take over the role of the containing parent. Youell and Canham (2006) and Salzberger-Wittenberg and Osborne (1999) highlight the importance of the teacher being able to be open to the students' unconscious as well as conscious communication, hence being a container for emotions. If neither the school nor the teacher is able to provide a form of containment, all kinds of unconscious acting out

may potentially take place through defence mechanisms such as splitting, projection and transference (§2.5.1). Splitting refers to the processes of splitting off parts of the self and projecting them onto others, which are either wholly good or bad (Pellegrini, 2010). Transference refers to ‘unresolved conflicts, personal vulnerabilities and unconscious soft spots that are touched upon in one’s work’ (Hayes, Gelso and Hummel, 2011, p.89). If the teacher is unaware of their own defence mechanisms, uncontained feelings may get transferred to their pupils, which creates barriers to learning and heighten an already charged emotional environment (Riley, 2011). Similarly, Frost (2010) identifies in her research that some teachers’ instructional decisions (a factor in Teachers’ Sense of Efficacy Scale), (Tschannen-Moran and Hoy, 2001) in the classroom are shadowed by beliefs formed earlier in life. However, teachers are not trained therapists and may not be aware of what their defence mechanisms are, it could be counter-productive to probe these unless this form of reflection was embedded in training and professional practice.

Riley (2011) believes, that in psychodynamic terms, understanding and insight into the fundamental pattern of teacher behaviour in the classroom is paramount for sustainable change to occur and this can only be achieved through experiential education. Hinshelwood (2009) calls for a change in education to acknowledge that knowledge in itself, and self-knowledge in particular, is transformational and that unconscious processes should, therefore, be introduced into school cultures.

Acknowledging and unpacking the unconscious is a method employed in the training for arts therapists, psychotherapists and psychodynamic counsellors. Transforming

teacher education to facilitate pre-service teachers' understanding of their own emotional response styles offers the hope of breaking the cycle of negative transfer to the next generation of students (Riley, 2011).

Sharrocks (2014), and Weare and Gray (2003) consider how children develop emotional skills by perceiving the attitudes and behaviours of their teachers, thus suggesting that to support children's emotional well-being, steps must first be taken to support teachers' emotional well-being. Pellegrini (2010) advocates that elements of psychodynamic psychology could enhance educational psychologists' (EPs) practice, through reflection and engagement with their own emotional responses to their work. Two case studies demonstrate how a reflective stance, guided by psychodynamic concepts, can be fruitful in analysing, and, sometimes, removing emotional obstacles to one's practice as well as supporting teaching assistants with student engagement issues.

Eloquin (2016) reports in a study on the beneficial use of systems-psychodynamic theory and how it can be used by EPs and others to make sense of organisational behaviour in schools. It was further validated that this kind of intervention can be used both to keep practitioners in role and as a method of consulting to the organisation. Systems-psychodynamics (Eloquin, 2016), as an approach that identifies anxiety and the defences against it, has the ability to make sense of, and relieve, some of the causes of systemic stress and dysfunction in schools. It pertains to 'the

collective psychological behaviour’ ‘within and between groups and organisations (Neumann, 1999, p.57), similar to the concept behind field theory previously mentioned. However, this systems approach requires that educational psychologists have the necessary skillset to offer consultation at this level, and to support head teachers and senior leadership teams with the challenging task of managing a school. As there was only a small sample of two case studies in Eloquin’s (2016) study, it would, therefore, be interesting to ascertain the efficacy of this approach if conducted in more schools. Additional results from the study imply that there is a need for some form of psychological support and facilitation for school leaders and managers (Phillips, Sen and McNamee, 2007). Supporting leaders and leadership teams is not an isolated act but, rather, affects a range of factors that preoccupy schools and those who work in them, including organisational culture (Barker, 2001), employee morale and job satisfaction (Tsai, 2011), and motivation and performance (Ogbonna and Harris, 2000). However, there is also the issue of the potential costs involved in this quest to support leadership teams, notably in the current climate of austerity. Despite the Government finding £1.3bn over the next two years from other parts of the Department for Education’s budget this is nowhere near enough to undo the £2.8bn in cuts that schools have suffered since 2015 (Schoolcuts website, 2017).

Overall, work at this level can be a significant means of improving the outcomes and emotional well-being of a school community as a whole especially the students, who are the ones who often experience school as a source of anxiety (Riley, 2011) and who are the recipients of unprocessed projections that permeate down the hierarchy

ladder in education (Youell and Canham, 2006). Although these studies promote the inclusion of psychodynamic theory into reflection, they are case-study-based and, therefore, a small sample. Also, they recommend that EPs acquire the correct training to carry out this psychodynamic approach to the work, yet clinical supervisors with a psychodynamic training also have these skills and may be better placed to facilitate as they work as externals, to avoid a conflict of interest, compared to EPs who are often embedded in the school community.

2.2.3 Mentoring: the induction period

Mentoring is an important variable within my research, as it provides a context for current NQT support systems, and potentially informs where Dramatherapy supervision may be most appropriately placed. Mentoring is such an integral part of induction programs that the terms are often used synonymously (Ingersoll and Smith, 2004). Clandinin et al. (2012) found that the terms mentoring and induction were frequently used interchangeably throughout the literature (§1.4.1). Nielsen, Barry and Addison (2006) define induction as a period when teachers have their first teaching experience and adjust to the roles and the responsibilities of teaching. Mentors, usually experienced teachers, work with beginning teachers to help ease the novices' transition from university student to full-time time classroom teacher.

Research about the progressive effects of mentoring in schools concentrates on three areas: a reduction in teacher attrition (Smith and Ingersoll, 2004), cost savings from

decreased teacher attrition and increased quality of teachers (Barnes, Crowe and Schaefer, 2007), and improvements in the quality of teaching and learning (Wang, 2001). The most prominently named functions of the mentor contain emotional support, such as strategies for handling job-related stress of the first years (Algozzine et al., 2007; Feiman-Nemser, 2003; Whitaker, 2000), and specific professional supports. However, both Nielsen et al. (2006) and Street (2004) discovered the invaluable role of the mentor in providing emotional and instructional support to their mentees. Conversely, Ehrich, Hansford and Tennent (2004) identified three notable barriers to success in mentoring: insufficient time, the mentor's lack of professional experience, and personality mismatches.

Much of the discourse on induction focuses on formal mentoring programs. Formal mentoring occurs when a mentor is assigned to a novice teacher by the school, whereas informal mentors are other teachers to whom new teachers choose to go for counsel and advice (Desimone et al., 2014). Three studies (Beutel and Spooner-Lane, 2009; Carter and Francis, 2001; Hellsten et al., 2009) included teachers involved in formal or informal mentoring. Hellsten et al., (2009) found that beginning teachers discussed issues of practice with multiple mentors (both formal and informal). Desimone et al. (2014) concluded that novice teachers would benefit from having both forms of mentoring. One of the reasons why informal mentoring is beneficial is the absence of an evaluation component within the informal dynamics.

In the Becoming a Teacher Research Project (BaT)(Hobson, 2009) there were some indications that the effectiveness of mentoring provided to NQTs could be enhanced if the person most responsible for facilitating the professional development of the NQT (the induction tutor or mentor) was released from the additional responsibility of undertaking formal assessment of the work of that NQT against the Standards (Pitton, 2006; Marable and Raimondi, 2007). Other literature that reports about the negative effects of assessment within mentoring practices includes Gehrke and McCoy, (2007), and White and Mason, (2006). These studies indicate novice teachers' distress about reporting concerns to the mentors who may also evaluate them. Moreover, some states in the USA, namely, Indiana, Washington and Oregon forbid the use of mentors as formal evaluators (Sindelar et al., 2010).

Desimone et al. (2014) suggest one way of circumventing this dilemma is by mixing in-school and out-of-school mentors, both formal and informal, who provide feedback based on classroom observations, as well as classroom management and emotional support. However, this creates a logistical challenge for schools to provide external mentors for all its' NQTs. This may only be possible for schools who are part of the SCITT. Interestingly, a recent Government report has proposed for the development of National Standards for mentoring (Carter, 2015) (§1.4.1), which may address this issue. This resembles the managerial/clinical supervision dynamic within therapy, whereby the aim of clinical supervision is often differentiated from managerial supervision. The latter refers to the task of line management supervisory accountability, whereas the former's aim is to develop a trusting and collaborative

relationship, enabling practitioners to feel safe and supported enough to reflect on all dimensions of their practice (McNaughton, Boyd and McBride, 2006). However, within (drama) therapy training, trainee supervision¹³ also requires ‘assessment’ and overseeing by the clinical supervisor (Gray, 2007) which can cause anxiety for the trainee (Jones and Dokter, 2008). In order to address concerns about ‘assessment’ in Dramatherapy training, Dokter (Jones and Dokter, 2008) recommends that group supervision be a space that includes peer assessment and self-assessment, the aim being to become accustomed to assessment and to build a self-reflexive practitioner. This aims to develop resilience amongst practitioners to cope with being reflective. Schools could benefit from this as they are also exposed to scrutiny and assessment through inspections by Ofsted and the local authority. If teachers had a space to explore the pressures of ‘assessment’ and ‘performativity,’ (§2.1.0) they may cope more effectively.

Other research contradicts the ‘assessor’ role of the mentor by emphasising the efficacy of reliable teacher evaluation by formal mentors, as it provides useful feedback that supports continuous teacher development (Tyler et al., 2010) and does not hinder the strong emotional support novice teachers receive from their mentor

¹³ The tension between the assessment and support functions is well reflected in Bernard Goodyear’s definition of supervision as being a relationship (1998, p.6) ‘An intervention provided by a more senior member of a profession to a more junior member or members of that same profession. This relationship is evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the more junior person(s), monitoring the quality of professional services offered to the client(s) she, he, or they see(s) and serving as a gatekeeper of those who are to enter the particular profession.’

(Israel et al., 2014). However, this implies that all beginning teachers receive this form of support from their mentors and that all mentors are equipped and/or satisfied in undertaking this part of the role. In the context of my research and therapeutic practice, Dramatherapy supervision is only conducted by those who are experienced and competent and familiar with the process (British Association of Dramatherapists, 2006, pp.1-2).

2.2.4 Mentoring: training for mentors

Some researchers found forms of mentor training helped mentors both practically and emotionally support mentees in their success (Evertson and Smithey, 2000; Nielsen et al., 2006). Beutel and Spooner-Lane (2009) found that mentor training caused mentors to reflect on their professional relationships and to develop empathy for the mentee, but did not facilitate the mentors' learning about themselves, and subsequently others, from interactions with beginning teachers.

However, Riley (2011), in his research on CIND (Contextual Insight-Navigated Discussion) mentoring, a combined intervention and research process devised for experienced Head teachers to support their protégés, reports a successful outcome in developing the confidence and skills of the mentor. The aim of then intervention/research was to train school Head teachers to mentor their protégés, so as to better support them in managing the interpersonal dynamics involved in dealing with students, and colleagues and subordinates. The method, based on a brief form of

psychotherapy and delivered in four structured workshops, aimed to equip both the mentor and the protégé with a deeper understanding of their attachment styles and how this might negatively influence their relationships with students and other staff. Having an awareness of one's unconscious attachment needs and blind spots may indeed be insightful but may also have the capacity to open up a can of worms (Rafferty and Coleman, 1996). This may be too emotionally overwhelming for teachers and therefore beyond the skillset of the mentor to facilitate and contain. Findings in Riley's (2011) study include an increased sense of well-being for both the mentor and the protégé, suggesting that this model of mentoring could be employed in the professional development of both beginner and experienced teachers, as well as in the pre-service education of teachers. Although Riley advocates the sharing of techniques used in the training of counsellors and the pre-service education of teachers as both disciplines entail 'helping people develop into the best people they can become,' (Riley, 2011, p.104) there is no mention of any continuous support for the principal mentor. Within counselling and psychotherapy ongoing supervision introduced at the beginning of a therapist's professional career becomes an integral part of the work life and growth of the practitioner (Hawkins and Shohet, 2006) throughout their careers, regardless of experience or rank. Supervisors who receive more supervision training and have more experience within the field of therapy have higher levels of self-efficacy than do those with less training and experience (DeKruyf and Pehrsson, 2011). Also, it is noteworthy that Riley's study is solely based on psychodynamic thinking and could benefit from including a humanistic approach within its framework that draws from Maslow (Griffin, 2006) and Rogers. Rogers

(1967) (§2.1.5) and Humphrey (2003) strongly believe in the adaptation of client-centred principles from psychotherapy to the educational arena, in particular some of the core conditions of client-centred practice: the teacher's congruence, unconditional regard and acceptance and understanding. This 'here and now' approach could be applied to mentor training, to prevent it becoming too 'therapy oriented.' It is through effective mentoring that beginning teacher education can assume a learner-centred approach, modelled on the best practice found in student-centred classrooms (Harrison, Dymoke and Pell, 2006).

Training for supervisors within the field of Dramatherapy is formal and differs from mentoring in that it is a prerequisite for delivering supervision and must be recognised and granted registration by the British Association of Dramatherapists (BADth). Clinical supervision is an essential component of good practice for all Dramatherapists. It is one of the standards fixed by the regulatory body the Health and Care Professions Council (HCPC) and is a required element of practice under Code of Ethical Practice (BADth, 2006).¹⁴ This illuminates the importance of standardised training for both supervision and mentoring.

¹⁴ The development and registration of training for Dramatherapy supervisors began in 1983. This was followed by the validation of Dramatherapy with the Health and Care Professions Council (HCPC) in 1991 (Jones and Dokter, 2008). Since then various trainings have been set up that are based around the different Dramatherapy models. The HCPC requires that all training courses deliver supervision of clinical practice by registered Dramatherapy supervisors.

However, supervision training does not guarantee a positive supervision experience for the supervisee. Like mentoring, the relationship between supervisor and supervisee is cited as one of the most impactful elements in the trainee's level of fulfilment with training (Ramos-Sánchez et al., 2002). Research indicates that, although not prolifically reported, supervisees can also experience negative events in supervision as a result of the relationship with the supervisor (Karpenko and Gidycz, 2012). Negative experiences include authoritarian and impersonal styles of supervision. Contributing factors include the developmental stage (Stoltenberg and Delworth, 1987) (§2.3.2.2) and attachment style of the supervisee and potential weaknesses within the working alliance (Ramos-Sánchez et al., 2002). Similarly, an empathic relationship with a mentor trained in empathic listening can help beginning teachers to manage tensions around teaching (Young and Cates, 2010).

However, Rikard and Banville (2010) found that the teachers who had a trained mentor did not provide sufficient support for beginning teachers, as the majority of beginning teacher participants felt under-served or not served by their trained mentors. Dissatisfaction ensued in cases where the mentor used an instructional approach and provided little time for open reflection, also when there was little feedback and, therefore, opportunity to develop. This compared significantly to the teachers who felt served, who reported having an empathic mentor and ample time to reflect on their practice. The stark difference in experience had implications for the beginning teacher' self-efficacy and coping strategies. It must be noted that this study had a small sample number of participants who all came from the same county.

The dissatisfaction with mentors may be as a result of incompatibility between mentors and mentees where the relationship is assigned as opposed to chosen (Carter and Francis, 2001 and Ehrich, Hansford and Tennent, 2004). Piggot-Irvine et al. (2009) studied highly regarded induction programs in New Zealand, where the match between mentor and mentee is given great consideration. However, incompatibility between mentors and mentees may also be a result of mentors' own experience of mentoring when they were newly qualified teachers. Löfström and Eisenschmidt (2009, p.688) believe: 'It is vital that mentors analyse their own work, question their practices, and develop themselves professionally.' This correlates to the aims and objectives of clinical supervision in therapeutic practice; to develop knowledge and competence and assume responsibility for their own practice (McNaughton et al., 2006).

Other researchers chose to examine cases of mentoring where the mentor was highly respected. Feiman-Nemser (2001b) studied one exemplary mentor who viewed his role as a co-thinker rather than an expert. Formal mentoring was part of each of these programmes, although mentor training was not. The mentors stated they needed more support and development in their role as mentors. The notion of the mentor as a 'co-thinker' supports the importance of space for reflection among all teachers but especially newly qualified teachers, also advocated in special education teacher training (Peter, 2013) (§2.1.0). It mirrors the clinical supervision model of both supervisor and supervisee being co-collaborators within the supervisory relationship,

which aims to bestow power to both members (Holloway, 1995). However ethical issues and dilemmas regarding malpractice are not to be overlooked as a consequence. Also, not all supervision is conducted on the basis of this model of power with as opposed to power over (Law, 2007). The ‘relationship’ model of supervision will be discussed later in the chapter.

The relationship between mentor and mentee is key to a successful induction (§2.1.5) and in mediating the individual and contextual factors faced by NQTs (§2.1.2). Hobson (Chambers et al., 2010) reports that relationships student teachers had with their mentors was more significant than student discipline. The relationship with the mentor, the critical friend is considered a key attribute in trainees’ success or failure in ITT (Kyriacou and O’Connor, 2003). These pertinent relationships for NQTs can influence the novice teacher’s coping strategies and resilience during stressful times during induction, notably when they encounter what Cameron (2006a) calls the reality shock of teaching. Schlichte et al.’s (2005) found that constructive mentoring can help to assuage beginning teacher burnout.

Conversely, this support-orientated model of mentoring compatibility and emotional support has been contested. Yusko and Feiman- Nemser (2008), admit that it is a very humane approach to the challenges experienced by beginning teachers, but maintain that it does not take their learning seriously. Darling-Hammond (2003) agrees that it dissuades attention from the teachers’ learning (and from that of the students), while

Wang and Odell (2002, p.481) highlight that even if mentoring practices ‘promote novices’ retention (they) may not support their learning to teach.’ Britton et al., (2003) argue that induction without a clear pedagogical purpose would address symptoms – offering advice, stress management and workshops on classroom management – rather than construct the aptitude for professional development.

2.2.5 Mentoring: recommendations for augmenting the induction period

Hagger et al. (2011) conclude that if we can see newly qualified teachers as learner teachers, as opposed to fully formed new employees, then the realities they encounter will be not only more manageable for them but genuinely transformative for the students they teach. This would suggest a more holistic approach to teacher education akin to that of the students they teach. This aligns with the aforementioned findings from teacher training in special education (Peter, 2013) (§2.1.0).

Haggarty and Postlethwaite (2012) identify three issues relating to the changes in thinking that occur as beginning teachers move from the role of students in training (ITE) to NQTs in schools: 1) concern for classroom management; 2) school support for NQTs; and 3) boundary-crossing issues. They maintain that the way the role of induction tutor, who oversees all the NQTs, is enacted determines the changes in thinking that take place for NQTs, schools and school personnel. They recommend that a systematic examination of ideas and thinking has to take place, the possibility of different ways of understanding situations has to be valued, teachers need to be

active members of a community that supports learning and enquiry and there needs to be a pedagogy for beginning teacher learning which moves induction tutors on to an informed and sophisticated level of thinking, support and activity. Haggarty and Postlethwaite (2012) maintain that learning is shaped by the workplace community and the influential members of that community. Those significant influences affect the emotional well-being of the NQTs.

2.2.6 Section summary

In summary, a cohesive and pastoral approach to creating a school community is deemed imperative to the occupational well-being of teachers, as reported by Peter (2013) within the realm of special education. It nurtures a community of good teachers, those that teach well and love their work, which entails positive affect from working with staff and students, whilst concurrently managing stresses and believing that they can overcome adversity in their teaching role (Moè, Pazzaglia and Ronconi, 2010). It could be argued that it is only when these firm foundations exist that teachers can exercise an active coexistent type of reflection (Van Manen, 1995), as Schön has suggested whereby you ‘think on your feet’ and ‘keep your wits about you’ ‘think about doing something while doing it’ (Schön, 1983, p.54).

Various studies have spotlighted the value of helping educational environments to make sense of the unconscious motivations and actions of staff and students in an attempt to support schools with behaviour management. This renders the unseen

parallels in behaviour and dysfunction more transparent, thus enabling staff to change and to find clearer solutions. Some research advocates the implementation of psychodynamic thinking amongst teaching staff, whereas other research encourages school leaders to become more aware of how unconscious processes get played out in their schools. There is also a call for EPs to take on a more active role in understanding the psychodynamic processes work in a school setting, and a request for senior staff and Head teachers to become instrumental to the success of these interventions, by receiving support themselves and by being willing to adopt and be open to this way of thinking that originates in the field of psychology and counselling (Riley, 2011).

However, the gap within psychodynamic thinking in education lies in the lack of research that encourages the implementation of additional training for teachers during both the training years and the induction period, akin to clinical supervision for therapists, which occurs during and after training. The induction period and in particular mentoring play a key role in the transformation from trainee to novice teacher. The literature includes a debate on the value of formal and informal mentoring whilst some research suggests a mixture of internal and external mentoring akin to managerial supervision and clinical supervision within therapy practice. Some of the literature suggests that offering instrumental and emotional support is key to their function in supporting this transition. However, other research cites how too much of an emphasis on the support oriented model can come at the expense of the NQTs' pedagogical development and learning.

2.3.0 Section 3: Clinical supervision in (Drama) therapy and the helping professions

This section of the literature looks at the role of clinical supervision within counselling, Dramatherapy and other helping professions. It outlines the theoretical framework for Dramatherapy supervision and the different models of supervision and Dramatherapy supervision that influenced my research. Some of the reasoning behind clinical supervision in therapeutic practice is that it develops the therapist's self-efficacy and awareness through the exploration of the conscious and unconscious dynamics between the client and the therapist. These can be emotionally overwhelming for the therapist and, therefore, requires fitness-to-practice standards to safeguard vulnerable clients. All therapists and helping professionals who provide specialised services to clients must sign off on their particular credentialling field's Code of Ethics. Found in every Code of Ethics is a statement about monitoring one's own physical, psychological, social, and spiritual well-being when engaging with clients. In order to provide their clients with the best possible treatment, therapists and helping professionals must be at their best, and in order to be at their best, all need to take care of themselves (see www.nadta.org).

Casement (1985) therefore encourages therapists to reflect on their own practice in order to become more aware of how they, the helper, and their clients communicate with each other. This constant dialogue within clinical supervision and within the internal reflection process of the therapist aims to alleviate therapist burnout by improving their psychological awareness of emotional labour. Dramatherapy

supervision provides an additional element of using metaphor, which functions to enable the therapist to relate differently to a client's issue by creating a new perspective (Malchiodi and Crenshaw, 2015) (§1.2.3).

2.3.1 Clinical supervision orientations

Clinical supervision aims to provide a reflective space whereby a more experienced practitioner or supervisor facilitates the supervisee in exploring their clinical practice. The supervisor facilitates a space for reflection on content and process, which can help to address repeated cycles, blind spots and potential prejudices, through reflection. It aims to delineate between individual and contextual factors. Gadamer (1994) suggests that our being-in-the-world is always prejudiced. As Koch (1996, p. 177) puts it: 'Prejudices are merely the conditions by which we encounter the world as we experience something.' Prejudices act as a condition of knowledge in that they determine what we find comprehensible in any given situation (Koch, 1996).

Schön's (1983) seminal theories on reflection and improvisation as a tool for learning, which originated in the United States, have become part of the language of experiential education in the UK. Through reflection, new understanding can be obtained, the teacher can make new sense of the situations of confusion or uniqueness which he/she may permit her/himself to practice¹⁵. Clinical supervision differs from

¹⁵ 'The practitioner gives him/herself to experience surprise, puzzlement, or confusion in a situation which he/she finds uncertain or unique. He/she reflects on the phenomenon before him/her, and on the previous understandings which have been inherent in his/her behaviour. He/she carries out an

Schön's reflective practice within teacher education in that there is always another person involved in the process, the supervisor, who facilitates the process and thus becomes a part of the reflection process. In group supervision, the supervisor and group of supervisees collaborate as an ensemble to make sense of the phenomena that they work with together clinically. This creative medium through which they work provides a process of direct involvement and critical reflection so that they come to apprehend what is meant by their new learning through an 'inductive educational approach' (Kroflič, 2011).

2.3.2 Models of clinical supervision

'Clinical supervision started as the practice of observing, assisting, and receiving feedback. In this way, supervision follows the framework and techniques of the specific psychotherapy theory/model being practiced by the supervisor and supervisee' (Gray and Smith, 2009, p.1). Within the field of supervision there are numerous models which professionals draw on when working with supervisees, depending on the supervisory style, training and context of the work. Historically, clinical supervision derived from the training process in psychoanalysis (Fleming and Benedek, 1966). According to Buckley et al. (1982) the training process involves theoretical teaching and the analysis of the trainee psychoanalyst. The heart of clinical supervision is clearly specified as being grounded on the understanding of the unconscious processes of the client or the supervisee (Hess, 1980). These unconscious

experiment (improvisation), which serves to engender both a new understanding of the phenomenon and a change in the situation' (Schön, 1983, p.68).

processes take time for the novice therapist to comprehend and their understanding will be dependent on their stage of development as mentioned in the previous section. This is relevant to my study as my research is influenced by psychodynamic theory (§2.5.1).

Gray (2007) questions the necessity of having a model of supervision, citing Hess (1986, p.3), who takes an apathetic view, ‘that the work of supervision probably gets done, irrespective of the particular theory or model used by the supervisor.’ Gray (2007) attributes this to the fact that the essential elements of supervision are given different terms by people with different theoretical orientations. However, models can aid the unpacking of the aforementioned unconscious processes that may be hindering the supervisee from helping his/her clients and from gaining perspective on potential patterns of behaviour and thinking. This substantiates the recent call for a standardised mentoring in education (Carter, 2015). Inskipp and Proctor (1995) have pioneered the development of supervision thinking, training and reflection in the UK. They based their practice and analysis on maintaining clarity about what the supervisor is aiming to do, and then how to attain this. They further develop Kadushin’s ideas about supervisory tasks under the three headings of normative, formative or restorative tasks. Inskipp and Proctor (1995) highlight to supervisors the significance of their responsibilities, their role in supporting the learning of the supervisee, and their ability to sustain and support the resilience and creativity of the supervisee. They also emphasise the supervisee’s preparation for their role and tasks, to encourage them to take responsibility for their share of the supervisory relationship.

2.3.2.1 The relationship model

The relationship model of supervision is central to my research study because teachers' work is heavily influenced by interpersonal dynamics, as outlined earlier in this chapter. Holloway (1987) highlights how the supervisory relationship is integral to the development of a supervisee as the supervisee-supervisor dyad itself creates a trainee's initial vulnerability and ultimate final independence as a counsellor. This parallels the mentee-mentor relationship and its impact on the NQT's experience in education (Ehrich et al., 2004). Frawley-O'Dea and Sarnat (2001) perceive supervision as a relationship about a relationship about other relationships and Riley's (2011) educational model in education (§2.1.5). In the systems approach to supervision, the heart of supervision is the relationship between supervisor and supervisee, which is mutually involving and aimed at bestowing power to both members (Holloway, 1995). Holloway describes the dimensions of supervision, all connected by the central supervisory relationship. These dimensions are: the functions of supervision, the tasks of supervision, the client, the trainee, the supervisor, and the institution. Law (2007) asserts that Holloway's approach encourages and supports the process of supervisee empowerment. However, ethical issues and dilemmas regarding malpractice must not be overlooked as a consequence. This poses a reminder of the importance of creating a thorough and transparent working alliance with supervisees, wherein 'what ifs' can be openly and safely explored. This is very pertinent to my study as the NQTs are not qualified therapists (§2.5.2).

This notion of the importance of the supervisory relationship is greatly expounded by Rogers' person-centred approach. Within the counsellor domain Rogers advocates transparency, empathy and acceptance of the other as prerequisites for a real and free relationship. It is only when these three relational elements are exercised that the counsellor (supervisor) becomes a companion to the client (supervisee), 'accompanying him in the frightening search for himself, which he now feels free to undertake.' (Rogers, 1967, p. 34) (§2.2.4). Person-centred supervision presupposes that the supervisee has the resources to develop effectively as a counsellor. The supervisor is not seen as an expert in this model, but rather serves as a 'collaborator' with the supervisee.

2.3.2.2 The developmental model

The developmental model is important in this thesis as it provides insight on how the level of experience influences the newly qualified therapist's adaptability and also compares to the developmental model in education with newly qualified teachers. Stoltenberg and Delworth's (1987) model is based on the rationale that the supervisor adapts to the individual needs of the trainee supervisee as he/she moves through a developmental sequence of clearly defined stages, which are determined by the supervisee's developing aptitude and awareness.

During this growth from novice to master practitioner, the supervisee will experience situation-specific stumbling blocks. This model helps to make sense of these in terms

of an educational process and are also aimed specifically for supervision (Shanley and Stevenson, 2006). It is not dissimilar to Vygotsky's (1978) developmental ideas regarding a sociocultural model of development within education. Vygotsky uses the term proximal learning (Moore, 2012) to define the zone between tasks a child is able to do independently and those with which they require assistance from a helper/teacher, without the teacher actually doing it for them. This, he argues, enables children to develop conscious mastery over what they have learnt as they only receive the amount of help required to do the task, until they become more proficient. The objective is to help the child become more independent. These concepts apply to the development process of the therapist trainee in supervision. Stoltenberg and Delworth's (1987) model cites four stages of professional development of the trainee.¹⁶

¹⁶ *Level 1. Dependency stage:* The supervisee is likely to experience anxiety and insecurity as well as high motivation (like learning to use the controls in a car accompanied by an instructor). The supervisee's awareness is self-focused and he/she will experience performance anxiety. The supervisee is expected to reflect constantly on the theories and skills being used in their psychotherapeutic practice. The supervisor's role involves support given in terms of praise and providing a structure for interviews.

Level 2. Dependency–autonomy stage: The supervisee fluctuates between being over confident and being overwhelmed (similar to the behaviour of an adolescent). The supervisor's role is to help the supervisee to become more aware of his/her own responses and to provide a secure base when the supervisee is overwhelmed.

Level 3. The supervisee has overcome challenges and functions on a more autonomous level. Motivation is increased and there is more understanding of the limitations and complexities involved in counselling. They are also able to observe the impact that the client's difficulties, interactions with the therapist, are having on themselves.

Level 4. This is an integrative stage where the supervisee integrates previous learning and is more able to be challenged and is more independent.

It is vital to accurately classify the supervisee's current stage and provide feedback and support appropriate to that developmental stage, while concurrently facilitating the supervisee's development to the next stage (Stoltenberg and Delworth, 1987). Criticism of this model has been the assumption that all trainees will be functioning at the same level (McNeill et al., 1992). Leach et al. (1997) discovered that self-efficacy increases in the development of counsellors as trainees acquire more experience through automaticity – repetitive action in the acquisition of skills (Rak et al., 2003). Ronnestad and Skovholt (2003) further developed this developmental approach by changing the term stage to phase in their longitudinal study. Their research identified the following three initial phases: The Lay Helper, The Beginning Student Phase and The Advanced Student Phase, which approximately correspond with the levels of the IDM (Stoltenberg and Delworth's model). Ronnestad and Skovholt's study noted that counsellor development is a complex process that needs continuous reflection. They also highlight that learning is acquired through the relationship between the counsellor and the client. Rak et al. (2003) recommend that trainees have the same supervisor over the course of their training in order to provide stability as trainees fluctuate between the different stages.

This counsellor developmental model mirrors Fuller and Brown's widely cited study (Fuller, 1969; Fuller and Brown, 1975) on the developmental pattern of concerns through which prospective and young teachers move. It can be summarized as a general movement outward from 'concerns about self', changing to concerns about situation and task, culminating in concerns about students. However, Conway and

Clark (2003, p.466) report in their study on Fuller's model the existence of both an outward-oriented pattern: teaching subject matter and caring about students, and an inward oriented pattern: focusing on self-survival, identity, self-improvement and/or self- development. They explain the inward variable as a result of an increased focus on reflection in training programmes in recent years compared with when Fuller and Brown devised their model. Similarly, in the counsellor developmental model the critical assumption is that all counsellors will operate at the same level of development.

2.3.2.3 The double matrix model

The development model influences social role models of supervision that emerged in the 1970s and 1980s, namely, the double matrix or seven-eyed model. This model was chosen for my research as it is not only relevant to therapists and counsellors, but also used widely among many different people professions (Hawkins and Shohet, 2006). It is unique in that it emphasises the roles and tasks of the supervisor as well as the stages of development of the supervisee (Gray, 2007). It differs from other models because it focuses on the process of supervision, but within an organisational context, which was particularly relevant to my research as the wider social context of the school and education system was very pertinent to the NQTs' experience. Also, the double matrix model is frequently used in Dramatherapy training (Jones and Dokter, 2008) which makes it suitable for working with novice teachers. It is relevant to creative methods in Dramatherapy supervision as it facilitates role flexibility through encouraging the supervisor to 'actively choose between the different 'eyes' at

different points in the session' (Chesner and Zografou, 2014, p.19). This process models to the teachers/supervisees ways to consider situations from different perspectives.

The double matrix model (§2.5.1) encompasses almost all the relationships involved in the process of supervision and was adapted to meet the context of my study. It is hoped that by exploring this element in the matrix the teachers will gain insight into the potential parallel processes within the teacher–student relationship. A parallel process is defined as the supervisee's interaction with the supervisor that mirrors the client's behaviour with the supervisee as the therapist (Haynes, Corey, and Moulton, 2003). This is what Hawkins and Shohet (1989) refer to as supervision facilitating reflection in action, (§ 2.2.0) by focusing on how the therapy process is paralleled in the here-and-now in the supervision process. Within this psychodynamic orientation of clinical supervision, a parallel process is viewed as a mirror of the interpersonal process that occurs in the supervision sessions, which is reflective of the supervisee–client therapy sessions. Both are influencing and informing each other (Binder and Strupp, 1997; Miars et al.,1983; Friedlander and Ward, 1983) (§2.2.2).

Jones and Dokter (2008, p.46) reveal that the majority of their Dramatherapy respondents cited 'psychodynamic' or 'eclectic' as their supervision style preference, which was similar to findings reported by Lahad (2000). The supervisory-matrix-centred approach within supervision for both the psychological therapies and helping

professions in general (Hawkins and Shohet, 2006) opens up relational material in supervision as it not only attends to material of the client and the supervisee, but also introduces an investigation of the relationship between supervisor and supervisee, the supervisee and the wider social context (Frawley-O'Dea and Sarnat, 2001). This is demonstrative of attending to the 'entire life' (§2.1.2) of the therapist. Including these various 'relationships' has significance for teachers as they are also influenced and affected by previous relationships (individual), including current and external professional relations (contextual) such as those with Ofsted, learning trusts and government policies (§2.1.0).

Raichelson et al. (1997), focused on the parallel process in supervision and found that through the parallel process, described as a reflective process by Searles (1955), triadic intersubjective matrix by Brown and Miller (2002) and mirroring by Hughes and Pengelly (1997), supervisees become more comfortable inviting negative transference feelings into the therapy and that supervisees subsequently gained a deeper awareness of counter-transference issues and subjective emotional responses to clients. A parallel process is recognised by more than just psychodynamic practitioners, though they have the longest history of recognising and using it, stretching back to Searles (1986) and Langs (1994) and forward to more recent work edited by Driver and Martin (2002). Casement (1985) led the way in understanding the development of the internal supervisor, the supervisee's capacity to reflect whilst in a session on the meaning of patient communication in relation to the therapist.

Pedder (1986) believes that supervision exists on a continuum somewhere between psychotherapy and education. Exactly where on the continuum supervision is to be located will, in his opinion, depends on the stage of professional development attained by the supervisee. In practice, clinical supervision tends to involve a multiplicity of tasks, from the provision of emotional support through to experiential learning, along with much in between. It is hoped that insight attained through the lenses of the double matrix model will enable the NQTs in my study to gain a deeper self-awareness and to have a stronger sense of efficacy. Some similarities from the double matrix model exist in teacher support groups facilitated by EPs: staff sharing groups, group consultation process, problem solving, groups, coaching, and Circles of adults (Bennett and Monsen, 2011). Staff are encouraged to explore a particular student/class and reflect as a group on what is known, and unknown about the student/class in question and how to move forward (Mode 1, 2 and 3). The models are predominantly solution-focused, and centre around a particular student or class group. They do not focus on the teacher's intrapersonal and interpersonal process in relation to the focus of the consultation. They include teachers and staff of varying experience, whereas my study focuses solely on NQTs, and therefore included a developmental approach which differs from Bennett and Monsen (2011) (§1.2.3).

Beltman, Mansfield and Harris's (2016) small study exploring the role of psychologists in teacher resilience revealed that school psychologists need to work in both direct and indirect ways to ensure that enabling and supporting teacher resilience does not remain an ad hoc response by being: 'proactive in their role, building

relationships, and engaging with staff to provide support at the individual and program level will likely increase opportunities to enable teacher resilience directly and indirectly.’ (2016, p.7) In the study ‘direct support’ refers to consultation about a particular student or group whereas ‘indirect’ refers to students who are receiving counselling from the psychologist and as a result are potentially easier to manage in classroom situations. Successful outcomes also followed a reflection session with senior staff. However, not all EPs have psychodynamic training. It would be interesting to compare these findings to the results of another similar study with a larger sample size of beginning teachers to ascertain its validity.

2.3.3 Clinical supervision in the helping professions

Clinical supervision is beginning to become common professional practice in other non-therapy-based occupations such as social work, speech and language therapy and nursing. Therefore, literature from these disciplines has been included to provide a context for introducing strategies from Dramatherapy supervision into education. Research has demonstrated that supervision of social work practice can augment service delivery, develop social work skills, improve an understanding of social work ethics and values, increase job satisfaction and offer a prized defence against compassionate fatigue and staff burnout (Berger and Mizrahi, 2001; Mor Barak et al., 2009). However, it originally arose out of a need for accountability and increased demands for productivity and efficiency (Kadushin, 1985), and therefore, works on a more managerial style of delivery, similar to the quality control function of supervision within nursing as well as the educative and supportive factors (Playle and

Mullarkey, 1998). This contrasts with the clinical style approach of Hawkins and Shohet (1989), (Badth, 2014) whereby the clinical supervisor does not hold a managerial role (§1.2.1). However, the supervisor still has a duty of care towards the client and a responsibility to ensure that best practice is employed by the supervisee. Research studies carried out on the benefits of clinical supervision in nursing cite the intervention as restorative (Butterworth et al., 2007). The literature reports findings that supervision contributed to growth and development of the personality (Zorga, 2002), as well as increased confidence and a decreased sense of professional isolation (Bedward and Daniels, 2005). Other results include how nurses developed an increase in self-awareness of the themselves and others (Johns, 2003), more appreciation for maintaining their own health (Zorga, 2002) and more appropriate coping strategies when dealing with stressful occupational situations (A. Jones, 2001).

Conversely, studies found that there was resistance to clinical supervision in nursing predominantly by those who may need it the most (Freshwater, Walsh and Storey, 2002; Winstanley and White, 2003). Other studies report that resistance to clinical supervision resulted in a high participant drop-out rate (Deery, 2005). A number of factors have been cited that fuel resistance including how supervision can provoke anxiety as it means admitting to difficulties (Jones, 2001; Johns, 2003). Many nurses claimed to be worried about how confidentiality would be maintained (Turner et al., 2005) and some studies suggest that clinical supervision was used as a platform to voice non-constructive criticisms (Johns, 2003). These studies do question who is the appropriate person to facilitate the supervision, as often in nursing it is conducted by

other nursing staff who have trained as supervisors compared to the field of therapy and counselling, where clinical supervision is usually delivered by an external supervisor. This may explain concerns voiced by staff around issues of confidentiality and may also elucidate the problem of supervisees feeling judged. Conversely, Dokter (2008) highlights the challenge of ‘in house’ Dramatherapy supervision within training and clinical supervision facilitated by placement managers, as both hold multifaceted authority roles. This can be contentious when assessment is involved, which is why external supervision to the placement and the training has been advocated by BADth (Dokter, 2008) in order to address these complexities.

Hirst and Lynch (2005) agree that external supervision can be more advantageous than internal for social workers, service users and the organisation’s success. Callicott and Leadbetter’s (2013) recommend that inter-professional supervision is theoretically both more beneficial and more challenging for supervisors and supervisees since a fresh perspective and opportunities for facilitation of reflection are more likely with someone from a different profession. They report that the different experiences and expectations of the supervisees rooted in professional and individual histories create tensions, putting a strain on the supervisory relationship. This reverberates with Desimone et al.’s (2014) (§2.3.2) study on teacher mentors, which proposes mixing in-school and out-of-school mentors, both formal and informal, who provide feedback based on classroom observations, as well as classroom management and emotional support.

2.3.4 Research on expressive arts supervision

In the last ten years, there has been some research done on supervision within the creative arts therapies. Whilst there have been contributions from the different modalities, the focus of the research has been on the use of the creative medium on trainee and qualified counsellors and therapists. Ko (2016) calls for the use of bodily movement in the training of expressive arts therapy students in Korea as a method of helping them to find insight, awareness and expression. Data analysis revealed three themes, each including two categories: 1) knowing through moving and sensing the body (categories: physical touch as a powerful moment, physical sensations from visual art), 2) an emerging need to be alone and together (categories: finding space between the self and others, moving boundaries and 3) gaining insight from symbolic and artistic exploration (categories: connecting body knowledge, knowing one's need for self-care). However, this study contained a small sample (n=6) and was only conducted over the course of five sessions. It would be interesting to measure the participants' awareness of self-care pre- and post-intervention to gauge the efficacy of the supervision process in future studies through quantitative outcome measures to gauge the efficacy of the intervention and validity of the study.

Research studies on the efficacy of Dramatherapy supervision methods are limited to case studies such as Smith and Bird (2014) using projection from Jennings (1999) Embodiment, Projection and Role (EPR) model. They found that creating a meta-view of completed retrospective therapeutic work can offer lucidity to the mirrored therapeutic process of change embodied in the storyline of the fairy tale.

Metaphor has been explored to train counsellor supervisees (Fall and Sutton, 2004; Sommer, Ward, and Scofield, 2010; Young and Borders, 1999). In general, it has been found that metaphor seems to aid people in reflecting critically about where they are regarding their objectives and to hypothesise their developmental processes (Guiffrida et al., 2007; Young and Borders, 1999). Use of the metaphor in a study by Sommer et al. (2010) with counselling interns revealed how supervisees reflected on stories with universal themes. Via a supervisor's facilitation of storied dialogue and interaction with colleagues, they engaged in self-reflection that shed light on their own experiences. The study was a beneficial means of stimulating self-reflection in the supervision of the master's-level counselling interns who participated in the study. The use of metaphor provided the participants with the opportunity to engage in reflection upon three salient themes: the recurring cycle of highs and lows, balancing internal and external influences and the challenge of self-awareness. Sommer et al. (2010) cite that familiarity with the stories used did not hinder the participants' process and they argue there is something significant about the group process of building upon others' ideas that helped the participants to use the stories to process their own experiences. However, the study is limited to a qualitative methodology of group discussion as opposed to individual interviews. The latter may have offered more authenticity from the individuals on their experience of the use of metaphor, notably because some of the participants remarked on how vulnerability and self-awareness are interconnected. Group discussions, therefore, could have been tainted with self-consciousness.

More recently Duffy and Guiffrida (2014) investigated how metaphor may assist in the training of counsellor supervisors. Results support earlier research findings, conducted in the context of counsellor training, which indicate that metaphor can be used as an educational tool to promote growth and development by facilitating the process of critical reflection (Sommer et al., 2010). This has repercussions for how counsellor educators train counsellor supervisors as the findings provide an incentive for the insertion of metaphor as a training intervention. Limitations of the study include the small sample number (n=9) of females and that the participants were recruited from only one training programme. It would be interesting to note whether these findings were replicable in a repeat of the study including both male and female trainees as well as counsellors from other training programmes.

The utilisation of theatre as a tool for supervision exploration is explored by Schaverien (2007) who employs the metaphor of the theatre to portray the respective characters of the supervisor and supervisee within the symbolic space created in supervision. Boal's (1995) work endorses the use of physical exercises, aesthetic games, image techniques, and special improvisations 'to safeguard and reshape the practice of theatre into an effective tool for the comprehension of social and personal problems and the search for their solutions' (1995, p.15). There has been some research conducted on the efficacy of action methods that utilise techniques from the 'theatre of the oppressed' with family therapists in supervision and training. Findings by Proctor et al. (2008) reveal a positive outcome, reporting how this intervention allows for 'action' in both therapy and supervision to affect change safely and

creatively, expanding horizons through an imaginative framework (Andersen-Warren and Seymour, 2008).

There has been some research carried out on the utilisation of art in the supervision and training of counsellors. Deaver and Shiflett (2011) described art-based supervision techniques as the supervisee making and reflecting on art with the supervisor, resulting in cognitive synthesising. They specifically identified the use of expressive arts in supervision as enhancing the self-reflection necessary for a trainee counsellor's progression through developmental tasks. Other research includes doctoral studies by Estenson (2012), who found that utilising a creative arts drawing activity allowed the counselling students to express powerful emotions, increased their reflection skills, and led to further insight into their internship experiences. Crosland's (2016) doctorate study results identified the art-based supervision technique as an effective intervention to enhance self-efficacy amongst addiction counsellors.

This method of employing creative techniques is corroborated in the field of teacher education research Kim and Danforth's (2012). Their study on the use of metaphor in the mentoring relationship between student teachers and their mentors indicates that the use of metaphor enabled the mentor teachers to become more aware of their own beliefs, and thus build a bridge between what they believe and how they act in the classroom and with their mentees. It also facilitated an open and collaborative

approach to the mentoring relationship. Despite the sample being very small in this study it acknowledged the benefits of using metaphor to empower mentor teachers. It would have been interesting to have included the student teachers' experience of the use of metaphor and how this affected their perspective on the mentor-mentee relationship. This is potentially the gap that my research is addressing.

In the field of Music Therapy, Kennelly, Daveson and Baker (2016), Brooks (2002), Kang (2007) and Kim (2008), report how 'new awareness' is achieved for the supervisee through the effective support and guidance of the supervisor. There is also the mention of the importance of collegiate and peer support. This illuminates the vital role that peers, in a group format, play in helping supervisees develop self-efficacy, which would not be possible in individual sessions (Sommer et al., 2010).

2.3.5 Group supervision

Peer support is pertinent to my study, as the intervention entails group based sessions. When supervision takes place in a group setting amongst therapists, the group becomes what Scanlon (2000) calls the archive-and-archivist for what occurs in the therapy sessions presented by each supervisee. The material presented can arouse conscious and unconscious parallel processes in all members of the group, and an influx of transference, countertransference combinations are formed in the relationships between supervisees, supervisor and client (via the presenter), all of which affect the supervision process both positively and negatively (Andersson,

2008). Within the context of my research study it is important to consider the potential disadvantages and challenges of group supervision as such supervision can be counter-productive and care needs to be given to prevent it from diminishing participant self-efficacy and coping strategies. However, it is hoped that through clearly defined intervention expectations (§2.5.2), increased insight into group dynamics will develop the NQTs' understanding of their classes and subsequently improve teacher-class dynamics (§§1.2.1, 1.2.3).

Bion (1961) suggests that groups often digress from their work task because of personal and interpersonal conflicts provoked by such group experiences. Bion anticipated that conflicts within and between group members can sometimes impede a group achieving tasks. He discerned that group members regularly battled with issues relating to independence and dependence. This is heightened amongst newly qualified therapists who are at the early stage of their career and are in a status transition between trainee and therapist. One of the challenges of group supervision amongst trainee therapists is the fear of being judged by others in the group and the feeling of not being good enough (Scanlon, 2000). The challenges of facilitating groups are that their very nature may activate old expectations and patterns of behaviour that stem from early experiences of family dynamics, such as sibling-parent/authority and teacher/student relationships. These reactions are often unconscious, yet can influence the roles adopted in the supervision group (Ögren, Apelma and Klawitter, 2001). A. Jones' (2006) study of group supervision reports how the supervisees who were scarred emotionally by their work built defences within the group to protect against

their own anxiety and these defences also demonstrated a fear of gaining increased self-awareness. A. Jones (2006) identifies psychological and social defences as obstacles that prevent group members from sharing experiences openly in clinical supervision offered to nurses, similar to studies conducted by Fabricius, (1991) and Griffiths (1999). Francke and De Graaff (2012) in their study on group supervision, state that it provides the opportunity for peer support, to interact with colleagues, and to offer support to one another in professional growth.

However, Pålsson et al. (1996) reveal that there were no significant effects on supervisees from the group process regarding feelings of burnout or feelings of empathy towards their patients. Neither of these two studies focus on the underlying group dynamics that exist below the surface and which may have been steering the group. Menzies-Lyth (1959) noted this link between the social setting of the work and the unconscious impact on the human individuals: ‘The objective situation confronting the nurse bears a striking resemblance to the phantasy situations that exist in every individual in the deepest and most primitive levels of the mind’ (1959, p.46). Menzies-Lyth (1959) highlighted how workers, whether they be nurses, therapists or social workers have unconscious as well as conscious interactions with the institution, colleagues and their clients. If unacknowledged these unconscious defences can get played out and can lead to attrition and avoidance which echoes concerns shared by Eloquin (2016), discussed earlier in the chapter (§2.2.2) amongst staff in school contexts. This can, if unaddressed, lead to unhealthy emotional labour and burnout. My research aims to provide an interface to explore the individual factors of the

teachers that conflict with the contextual factors of the school environment, through the use of strategies from Dramatherapy supervision.

2.3.6 Dramatherapy supervision

Dramatherapy supervision draws from the varying models of clinical supervision mentioned previously in this chapter. What differentiates it and other arts therapies from ‘non-artistic’ supervision (Tselikas-Portman 1999, p.27) is that ‘there is a triangular relationship that entails the supervisor, the supervisee and the art form.’ The use of creative methods and narrative through the metaphor in the supervision of Dramatherapy, such as employing objects and images, can access issues and processes in a way that words cannot (Jones and Dokter, 2008) providing a portal through which ‘metaphors can move beyond jargon and fixed interpretations to new realities, understanding, and self-awareness’ (Duffy, 2005, p.248). Dramatherapy supervision derives from (and is not limited to) a multitude of action, theatre, embodiment/movement, image making, object work, role-play and story-based methods used in the practice of Dramatherapy (Table 1) (Jones and Dokter, 2008).

The most recent research study on Dramatherapy supervision was conducted by Jones and Dokter (2008). Their research explores an overview of Dramatherapy supervision that includes the state of the art in supervision, training supervision, differing models of Dramatherapy supervision, intercultural supervision, roles within supervision and current developments within the field. Carr and Ramsden (2008) (§1.2.0) give an

account of a Dramatherapy supervision programme with primary school teachers. This case study reveals that supervisory practice in education ‘has the potential to transform the working lives of educational staff,’ (2008, p.183) which in turn has positive repercussions for the children and young people. This is a salient study in that it highlights the need for more teacher support and offers an insight into how Dramatherapy supervision has a role to play in teacher support.

The techniques used by Dramatherapy supervisors are very relevant to my study as they offer a frame of reference when considering appropriate creative interventions. Jones and Dokter (2008) cite object work as being the most commonly (43.13%) used mode of dramatic practice amongst Dramatherapists within supervision. The art medium allows Dramatherapists to represent their feelings, their clients’ feelings, and organisational and group dynamics at an aesthetic distance that can engender more clarity for the supervisee about their client’s situation and/or enable them to perceive potential solutions within their clinical work. The objects may signify people, relationships or situations, reconstructed as a micro-reality that can potentially provide distance from a particular situation. Object qualities such as colour, texture, size and shape can assume symbolic qualities and offer crucial information to the supervisor and clarity on an issue. Distance between objects can give a sense of relational dynamics, where the supervisee is in relationship to their client or the situation (Acarón, 2016). This is pertinent to my study in that it is a potential method that can help the NQTs obtain an aerial perspective of their classes and school community, within the double matrix model. However, Chesner (2014, p.30) cautions

against overindulging in the creative process ‘to the detriment of clarity and focus as to the supervisory process.’

However, not all Dramatherapy supervision is predominantly arts-based (Jones and Dokter, 2008). In their research, 49% of Dramatherapy supervisees reported that their supervision is conducted entirely by talking with no drama. This suggests that the relationship, having a clear structure and underpinning model to reflect, is equally as important as the creative medium. However, out of the 41.7% that report using drama techniques only 1.9% report using drama techniques in every session. Whilst this may appear unusual as drama and creativity are key components of the Dramatherapist supervisee’s practice there is no necessity to utilise these methods in the supervision space (Jones and Dokter, 2008). This is pertinent to my study as the NQTs will not necessarily be from the arts, and therefore, the sessions will need to be accessible to all.

2.3.7 Dramatherapy supervision models

Many methods of Dramatherapy supervision stem from models of Dramatherapeutic practice. Some are referenced in relation to research studies later in this chapter. The literature on Dramatherapy models of supervision is predominantly theoretical apart from Jones and Dokter (2008). There have been two dominant collations of theory and practice over the past fourteen years (Tselikas-Portmann, 1999; Chesner and Zografou, 2014). The former comprises Dramatherapy models of supervisory practice

that include Jennings' theatre-based model, Landy's role model of supervision, training in Dramatherapy supervision, and accounts of supervision in different working contexts. Lahad (Tselikas-Portmann, 1999) investigates supervisory methods with applications to other professions (such as crisis intervention and business), as well as work with multidisciplinary groups of supervisees. All are very relevant to my study as they address themes of 'relationships and roles', 'identity' and 'transference and counter-transference' through creative methods within supervision. The application of role theory will be particularly relevant for working with group dynamics, both within the NQT group and the NQTs' class groups. However, these are predominantly theoretical accounts and not research studies.

Chesner and Zografou (2014) further develop the use and application of Dramatherapy models within supervision and provide observational accounts of its efficacy both in Dramatherapy and in other modalities, such as family therapy. They also link this to the application of Dramatherapy to conventional supervisory models, notably the double matrix (§2.3.2.3) used in my study. Both texts are invaluable resources for Dramatherapists and supervisors to develop their learning and clinical practice in the field as well as for non-arts-based supervisors wanting to integrate creative supervision into their work.

The Dramatherapy model that parallels the developmental model of supervision (§2.3.2.2) is Jennings' EPR paradigm (Jennings, 1999, 1997, 1994). This provides a

developmental structure for both Dramatherapists and supervisees to investigate their experience. The structure mirrors the natural unfolding of children's development from birth to seven years old. It spans the gradual development from sensory play/awareness (embodiment), to projecting onto sculpts, drawing, writing, using objects (projection), through to role play, improvisation and enactment (role). Jennings (1999) argues that by employing the EPR model in supervision the supervisees convey information directly about the dynamics of their practice rather than telling the supervisor about their work. This can facilitate a deeper understanding of the issue. Butté and Hoo (2013) build on the notion of embodiment and explore supervisory roles and embodiment through clinical examples of drama and movement, where the use of objects, role reversal and sculpting served as bridging mechanisms of embodiment in supervision. They use embodiment in order to understand the supervisor's somatic counter-transference in relation to the supervisee. They draw the supervisee's attention to their own somatic experience in the supervision process through mindfulness techniques. They also employ the use of sociometry¹⁷ to explore and measure social relationships. The EPR model can be taught experientially to supervisees/teachers/mentors alongside Erikson's (1950) developmental stages and Piaget's¹⁸ (1962) stages of play (§2.1.2).

¹⁷ Moreno (Johnson and Emunah, 2009) developed the science of sociometry to study the circumstances and reasoning that motivate social choice. One of the techniques he used to map social choices and relationships among people was through a sociogram. This technique encourages group members to accept differences within the group while facilitating connections through positive identification which helps group members learn that they are not alone.

¹⁸ •Sensorimotor. Birth through ages 18-24 months.

•Preoperational. Toddlerhood (18-24 months) through early childhood (age 7)

•Concrete operational. Ages 7 to 12.

•Formal operational. Adolescence through adulthood.

The use of the body and embodiment is relevant to my study as the body, emotions and identity are interconnected (P. Jones, 1996) not just interpersonally between teachers and others in the school community but also internally within the teacher's relationship to their own identity and emotions. Development of self-awareness has implications for teacher training, identity formation and managing the emotional labour and burnout connected with teaching (§§2.1.2–2.1.4). P. Jones (1996) points out that when an individual's body is involved in the dramatic space, it can engender increased awareness of the body's potential, increased awareness of personal obstacles and a shift in the individual's relationship between their body and their identity. It is hoped that this will augment the NQTs' sense of self-efficacy in the unfolding of their new role as teachers.

Acarón's study (2016) also focused on embodied practice through the integration of psychodrama and dance movement therapy techniques in supervision. In Acarón's review of the potential for intermodal methods in supervision she concludes that the application of drama-based approaches and the inclusion of the body in supervision can help strengthen the supervisory relationship and gain a broader perspective of the supervisees' practice, providing a deepened awareness of the lived experience of both supervisors and supervisees, through the negotiation of distance and proximity. There has been some recent research on the use of embodied practices in supervision to aid reflection insight and practitioner self-awareness. Panhofer et al. (2011), in their study on integrating the embodied experience through movement, argue that by engaging in embodied practices they were able to deepen their connection with their personal

counter-transference in supervision. However, this study focuses mainly on the development of the ‘internal supervisor’ in experienced professionals and not on trainee or newly qualified therapists.

2.4 Section Summary

In summary, this chapter explores the aims and objectives of clinical supervision in both therapy and non-therapy professions as well as Dramatherapy supervision. It outlines the foundations of clinical supervision that draws on the theories of Schön and Gadamer. There are a variety of models of supervision that my research utilises, namely, the double matrix model of supervision, a model of practice used in the supervision of other helping professions.

There is some debate in the literature on the benefits of clinical supervision in non-therapy professions such as nursing and social work. Whilst studies reveal its benefits in reducing burnout and increasing self-awareness, it also highlights resistance by practitioners to working with external supervisors, together with a fear of being judged. This has significant implications for my research as ‘judgement’ through lesson observations and induction assessments plays a key role in the NQTs’ initial year of teaching. Additionally, student achievement reflects back on the quality of teaching and is exacerbated by the recent introduction of target-related pay and school league tables as well as the external ‘judgement’ of Ofsted on school performance

(§2.1.0). However, there is little research on ‘supervision’ of teachers to aid self-efficacy and enhance coping skills within the context of performativity.

There is some research on Dramatherapy supervision predominantly by Jones and Dokter (2008). However, in the last eight years there has been little research conducted except for case studies and autoethnographic accounts of clinical Dramatherapy supervision practice. In contrast, more research has been done on the use of metaphor in the education of trainee counsellors and therapists. However, these findings primarily utilise qualitative methods. My study aims to address the gap in the literature in Dramatherapy supervision on the transfer of strategies from this modality into the teaching profession with NQTs, which is underpinned by Teacher Education Theory, Psychodynamic Theory and Dramatherapy Supervision.

Table 2.1: Theoretical conceptual framework

Teacher Education Theory

- | |
|--|
| <ul style="list-style-type: none">• Individual and contextual reasons for early attrition• Contextual factors (reform, school situation, workload, support systems pupil behaviour)• Individual factors (burnout, resilience, family situation, identity, training)• Government policy on ITT school led training and WDGs• ITT and Induction research ‘emotional experience of induction year’ ‘importance of relationships in induction’• Induction research and government policy on the role of mentoring |
|--|

Psychodynamic Theory

- Used by educational psychologists
- Explores interpersonal dynamics in organisations
- Adverse experiences in infancy and childhood impact the social, emotional and cognitive development of children which impacts ability to learn
- Interpersonal psychodynamic processes (attachment, transference and counter-transference, systems theory, group dynamics)
- Existing WDGs provide a space for reflection through a psychodynamic lens
- Tavistock Clinic research on the learning relationship in schools
- Double matrix model of supervision explores the different relationships and the influence of the wider social context through psychodynamic theory

Dramatherapy Supervision

- Draws from psychodynamic theory
- Works with group and organisational processes
- Uses all of the performing arts
- Ritual structure of sessions to provide containment
- Works with non-verbal communication through sociometry exercises
- Provides an aerial perspective on situations through projective techniques
- Uses embodiment, projection and role (EPR) to develop empathy and understanding
- Uses double matrix model in supervision

2.5.0 Theoretical conceptual framework

My research aims to support NQTs' self-efficacy and coping skills in their understanding and negotiation of individual and contextual factors that impede job satisfaction and sense of efficacy. This study resides in the 'body of knowledge' that explores teacher development and reasons for attrition in Teacher Education Theory, drawing from Government policy. It explores the benefits of using strategies from Dramatherapy supervision, which is underpinned by theory and practice from

Psychodynamic Theory in education and Clinical (Dramatherapy) Supervision. My intervention model draws from Work Discussion Groups (outlined in the House of Commons Report, 2010) strategies from Dramatherapy supervision and the Double Matrix Model of clinical supervision (Table 1).

2.5.1 Psychodynamic theory

Psychodynamic thinking is an important modality to consider as it draws from similar schools of thought to those relating to Dramatherapy supervision. It is also a lens through which educational psychologists (EPs) and educational theorists have viewed interpersonal dynamics within schools and organisations, (Youell and Canham, 2006, Salzberger-Wittenberg and Osborne, 1999). Drawing on the theories of Freud and Klein, difficulties in learning, thinking and relating are a central focus for psychoanalysts and psychotherapists. The capacity to think and learn from experience are crucial for the development of the personality (Youell and Canham, 2006) and therefore, integral to education. Psychodynamic theory takes into consideration how adverse experiences in infancy and childhood impact the social, emotional and cognitive development of young people, which in turn affects their ability to learn.

This has implications for teachers who meet these children in the classroom and have to find ways to aid their learning. However, in situations where children have encountered trauma or adverse interpersonal experiences they are more challenging for teachers to engage. This can impact the child's ability to trust and in turn, learn, as well as the teacher's sense of efficacy in their ability to teach. It would serve teachers

well to understand some of the interpersonal psychodynamic processes (attachment, transference and counter-transference, systems theory, group dynamics) (Hulusi and Maggs, 2015) to inform their teaching practice as well as their relationships with others in a school setting. Whilst teachers are not therapists, ‘their relationships with the children they teach have enormous reparative as well as developmental potential’ (Youell and Canham, 2006, p.2). I would argue that NQTs’ development potential is also influenced by their relationships with others (colleagues and senior staff) in their transition from student to teacher. It is in this interface, relating with others or emotional experience (Hobson, 2009) that a teacher’s individual factors interact with the contextual factors of their school environment.

This relates to family systems theory wherein Dr. Murray Bowen suggests that individuals cannot be understood in isolation from one another, but rather as a part of their family, as the family is an emotional unit. Similarly, in education the individual (student and teacher) can be viewed as embedded within the context of multiple interrelated systems. The systems (§2.2.2) that affect/are affected by the individual are the intrapersonal systems, parent -child system, parental system, peers, the school system, and the neighbourhood system. (Henggeler and Bourduin, 1990; Henggeler et al., 1986). Therefore, teachers and students learn within a system of reciprocal mutual influence. (Beebe, Jaffe et al., 2005). In my study, the NQTs are very much entrenched within a complex system of relating that includes contextual factors (other teachers, students, senior staff, the wider social context and individual factors (family, culture, identity, education, resilience). This aligns with the research on attrition that

illuminates the importance of robust support systems as an influential factor. Both the Work Discussion Groups and The Double Matrix Model of supervision take account of psychodynamic thinking.

Work discussion groups

WDGs draw heavily on psychodynamic theory in education. Emile Jackson set up Work Discussion Groups (WDG) in London to support teaching staff in the development of their understanding of pupil behaviour and emotions, in order to help remove barriers to teaching and learning. WDGs acknowledge unconscious processes (§2.2.2) and supports teachers in augmenting their sense of efficacy by finding their own solutions to problems. Jackson (2008) also included parallel processes in the discussion groups to help teaching staff gain further insights into pupil behaviour, which is an integral part of my fieldwork sessions. Jackson advocates the importance of establishing a contract with staff who partake in the WDGs, in order to outline expectations of the work discussion group, but most importantly to distinguish the differences between these groups and a psychotherapy group (§3.6.0).

Similarly, a working alliance or contract is a key component within the practice of clinical supervision (Hawkins and Shohet, 2006) to outline boundaries and manage expectations. Although staff are encouraged in the Work Discussion Groups to share personal reactions to student behaviour, the focus is on the pupil and finding ways to better support their needs. This mirrors the Dramatherapy supervision process, in that it offers different ways of thinking about the pupils, but does not offer ‘behaviour

management strategies' (Jackson, 2008, p.56). However, the WDGs and strategies from Dramatherapy supervision differ regarding the following: my research is for NQTs only, my study includes creative strategies from Dramatherapy supervision and gives some focus to the NQTs' development of self-efficacy and self-awareness. Conversely, the WDGs focus more explicitly on the pupils and less on the teachers. Unlike the WDGs, clinical supervision/Dramatherapy supervision is an ongoing formal process of professional support and learning. Therefore, my intervention spans the course of an academic year.

Double matrix model of supervision

Clinical supervision plays an integral role in the retention of staff, through the creation of resilience, and prevention of burnout amongst practitioners (§2.3.3). This is relevant for teachers as teaching is one of the caring professions (Skovholt and Trotter-Mathison, 2014) (§2.0) and like all helping professionals, teachers are susceptible to burnout as a result of workload and compassion fatigue. Burnout can manifest as apathy and a loss of interest, which develops in helpers who stop learning and developing in mid-career (Hawkins, 1986). Clinical supervision within the helping professions aims to encourage helpers to develop and foster their learning potential by facilitating them in discovering resources that help them flourish at work, subsequently breaking the cycle of burnout (Hawkins and Shohet, 2006) and aiding the development of self-efficacy and coping strategies. These supportive elements could also equip teachers with more robust coping skills to manage a heavy workload and thus, reduce early attrition rates.

The purpose of clinical supervision is to facilitate the supervisee (s) to reflect upon and learn from their practice (Hawkins and Shohet, 2006). The encounter with the client can trigger some of the therapist's emotional, relational, cultural and psychological material (individual factors). This phenomenon is referred to as counter-transference within psychodynamic orientations. One of the prominent functions of supervision is to delineate the therapist's counter-transference from the client's transference in order to provide the best support and care for the client. The double matrix model¹⁹ (Hawkins & Shohet, 2006) (§2.3.2.3) provides a clear model to explore the individual and contextual factors that give rise to transference, in a similar way to Jackson's Work Discussion Groups. This is pertinent to teaching as recent educational research warns how teacher behaviour, as a result of stress, can negatively impact their pupils, both educationally and psychologically (Sava, 2001). My reasons for choosing this model are that 1) it takes all the school relationships into account, 2) it explores the complex system of a school and 3) it was originally devised to support social workers. This is relevant to my study as social workers and teachers are not therapy trained but both professions are involved in emotionally charged 'people work' environments.

¹⁹ Double matrix model

I have added 'student' and 'teacher' for the purpose of my study.

mode 1 – focus on the client/student and how they present

mode 2 – focus on strategies and interventions by supervisee/teacher

mode 3 – focus on the relationship between client/student and supervisee/teacher

mode 4 – focus on supervisee/teacher and her/his counter-transference

mode 5 – focus on the supervisory relationship between researcher/supervisor and teachers/supervisees

mode 6 – focus on the supervisor's/researcher's own process

mode 7 –focus on the wider social context.

2.5.2 Dramatherapy supervision theory and practice

Dramatherapy is a HCPC registered arts therapy that utilises Drama as a healing potential. It is a form of psychological therapy in which all of the performance arts (play, games, story-making, mask-making, role play, music, projection techniques, drawing, sensory awareness exercises etc.) are utilised within the therapeutic relationship (British Association of Dramatherapists, Badth). Work is undertaken with both adults and children on both a group and individual basis. The use of drama as a medium has a number of advantages over discussion-based approaches: it facilitates the nonverbal expression that is so important to clients and especially young people who have verbal limitations. It allows conflicts and explorations of a range of avenues that may lead to solutions to be acted out/played out in a safe environment (Shuttleworth, 1981). Edwards (1998) states how play correlates with the right hemisphere, the seat of synthetic, concrete, analogic, non-rational, spatial, intuitive and holistic thought. It is through this side of the brain that unimagined solutions to problems can be rendered more readily visible as playing (with ideas and possibilities) enables one to utilise their imaginations, in order to explore relationships creatively in the service of learning about the self and others (Bravesmith, 2008). This is useful for teachers as it may help them understand pupils with verbal limitations as well as the meaning behind pupils' non-verbal communications better. It is a method of working and playing which uses action to facilitate creativity, imagination, learning, insight, change and growth.

Dramatherapy occurs within a basic form or structure. It consists of a warm up, focusing, main activity, de-roling and a completion stage (Jones, 1996) (§3.6.2). The repetition of this structure provides a sense of safety and containment for clients. This notion of containment parallels lesson structures in teaching and the day to day structure of school life.

As part of fitness to practice all Dramatherapists are required to engage in clinical supervision (§2.3.6). The British Association of Dramatherapy (BADth) aim for supervision of Dramatherapy to guarantee and develop therapist self-efficacy and to cultivate a reflective practitioner (Jones and Dokter, 2008). Building self-efficacy amongst therapists and counsellors is crucial as self-efficacy beliefs are ‘the primary causal determinant of effective counselling action’ (Larson and Daniels, 1998, p.180). Dramatherapy supervision (§2.3.6), through the use of metaphor and projective techniques, offers a unique and non-invasive method of self-reflection, which aims to help therapists understand their clients’ behaviour as well as their own. Dramatherapy supervision²⁰ is informed and underpinned by theories from the worlds of theatre, anthropology and psychology (Tselikas – Portmann, 1999; Jones and Dokter, 2008; Chesner and Zografou, 2014), which includes psychodynamic theory (psychology) and systems theory (anthropology). The double matrix model is also used within

²⁰ A formal and mutually agreed arrangement. The British Association of Dramatherapists recommend that Dramatherapists discuss their work regularly with someone who is an experienced and competent Dramatherapist and familiar with the process of Dramatherapy supervision. The task is to work together to ensure and develop the efficacy of the supervisee’s Dramatherapy practice. It is also aimed at the development of a critical reflective practitioner, who is committed to on-going professional development as a Dramatherapist.

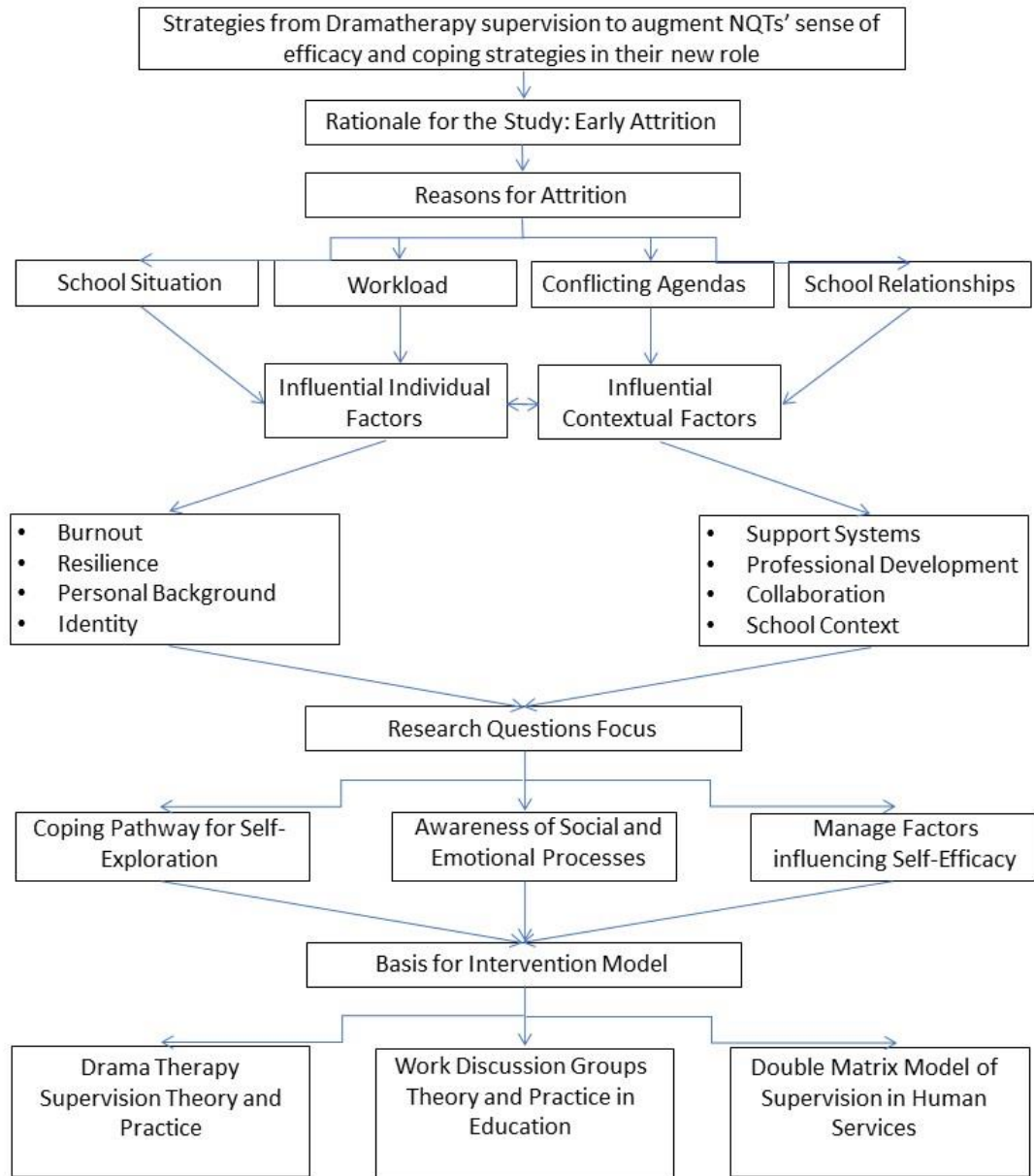
Dramatherapy supervision practice (Chesner and Zografou, 2014). This process models to the teachers/supervisees ways to consider situations from different perspectives through play, role and the use of metaphor. Play and drama offer children a unique opportunity to ‘learn how to do something by doing it’ (Peter, 2003, p.21). My research offers the NQTs opportunities to explore their experiences using creative strategies from Dramatherapy supervision so that they can find solutions to challenging situations in their new role. This learning by doing awakens an internal developmental process that operates when a child is involved in direct interaction with others (Slade, 1954; Way, 1968; Ozbek, 2014). This is pertinent to my study as my intervention provides the newly qualified teachers, who are also going through a developmental process, trainee to teacher, a play space to deepen their learning about their new role and to make sense of the social and emotional aspects of teaching and learning.

It is important to note that NQTs are not trained Dramatherapists (Holmwood and Stavrou, 2012). The emphasis in my research is placed more on understanding the social and emotional aspects of teaching and learning that create barriers within the classroom and distress among NQTs, rather than exploring the individual psychologies of pupils. However, there are unavoidable overlaps as teaching also involves ‘working with people,’ and as previously mentioned the interpersonal dynamics influence the developmental potential within relationships in school for both pupils and teachers. In order to clarify the difference between trained Dramatherapists who have supervision and the NQTs in my study, I use the term

‘strategies from Dramatherapy supervision’ to differentiate between the two. This is a complex issue as thinking and learning about emotions are involved and highlighted. Therefore, the NQTs may go through a similar process to (trainee) Dramatherapists when reflecting on their practice. It is important to remain aware of the differences and similarities throughout the research (§3.7) with clear ethical boundaries.

However, the intention of the fieldwork sessions is to aid the NQTs’ self-efficacy and coping skills in their new role as a teacher, not to supervise trained Dramatherapists on their therapeutic practice. Therefore, consideration is given (within a working alliance) (§3.6.0) to the following: the purpose of the group, clarification of my role as group consultant/supervisor and the members of the group, clarification of the process that each group meeting will follow, and the ethical considerations that need to be taken into account, such as respect for others, confidentiality and the right not to participate (Farouk, 2004). This will be discussed in more detail in Chapter 3.

Figure 2.1: Overview flow chart of rationale for study



Chapter 3: Methodology

3.0 Introduction: aims and objectives

Data amassed from the pilot study (Appendix 1) (§1.2.1) and the literature review (Chapter 2), outlining the lived experiences of both teacher trainees and newly qualified secondary school teachers (NQTs), formed the foundation for the primary and secondary research questions (§1.1). Drawing from the pilot study and the literature, prominent themes for NQTs include how individual profiles and backgrounds can influence a teacher's coping abilities and sense of self-efficacy, which can impact how they manage external contextual situations, namely the nature of the school context, educational reform, workload and staff/pupil dynamics. My research seeks to explore the NQTs' lived experience of this process. It investigates the efficacy of strategies from Dramatherapy supervision as a means of facilitating reflection and providing support in understanding the conflict between individual and contextual factors. This chapter details the participants, the research methodology and the clinical supervision methodology employed to facilitate the intervention.

3.0.1 Participants and setting

The participants allowed me access to their induction into the profession through fifteen supervision sessions in 2012/13 (group 1, $n=10$) and six sessions in 2013/14 (group 2, $n=10$). The research took place in an inner-city London secondary school. The participants were all in the initial year of secondary school teaching post-

qualification. The sample for this study represents a range of professional teaching contexts; they were from different subject areas, namely, Humanities, Science & Maths, DT, Arts, they taught different grade levels; KS(Key Stage)3, KS4, KS5, and came from varying ethnic backgrounds: White British, Mixed White and Black Caribbean, Black or Black British African, Irish, Northern Irish (Figures 14 and 24) (§§5.2.1, 5.4.1).

The sample selected for this process corresponds with what Smith, Flowers and Larkin (2009) refers to as purposeful sampling, information rich cases (Kuzel, 1992). This denotes that the researcher has an informed understanding of a phenomenon that they want to investigate and consequently, selects a sample that represents that, and has direct experience with that phenomenon. My research entailed running one-hour fortnightly sessions with the NQTs, which amounted to fifteen sessions in total. In the following year, the second cohort of NQTs were only allotted six sessions over the course of the academic year. The decision to reduce the number of sessions was to accommodate training on data entry systems and other curriculum based requirements (Appendix 11).

Table 3.1: Demographic table of Group 1 participants

<i>Number</i>	<i>Subject</i>	<i>Gender & Age</i>	<i>Ethnicity</i>	<i>Teaching Profession</i>	<i>Training route</i>	<i>Religion</i>	<i>No. of sessions attended</i>	<i>Retention in the school after NQT year</i>
Participant 1 G1-01	Religious Studies	Male Under 25	White Irish	first	GTP	Catholic	9	Left after NQT year
Participant 2 G1-02	Maths	Male 35-45	Black British African	second	PGCE	Catholic	6	Stayed
Participant 3 G1-03	Maths	Female 25-35	Black British African	second	PGCE	Christian	4	Stayed
Participant 4 G1-04	Music	Male 25-35	White British	Second	GTP	Church of England	7	Left a year after NQT
Participant 5 G1-05	Geography	Female 25-35	White Irish	Second	PGCE	Catholic	6	Left a year after NQT
Participant 6 G1-06	Religious Studies	Male 25-35	White British	First	PGCE	Christian	11	Stayed

Participant 7 G1-07	English	Male 35-45	White British	Second	PGCE	Church of England	12	Stayed
Participant 8 G1-08	English	Female 25-35	White Irish	First	PGCE	None	13	Left two years after NQT
Participant 9 G1-09	English	Female 25-35	White Irish	First	Trained overseas	Catholic	4	Left after NQT year
Participant 10 G1-10	History	Female 25-35	White British	First	GTP	Not specified	3	Sabbatical two years after NQT

Table 3.2: Demographics of NQTs in Group 2

Number	Subject	Gender & Age	Ethnicity	Teaching Profession	Training route	Religion	Number of sessions attended	Retention in the school after NQT year
Participant 1 G2-01	Science	Female 25-35	White British	Second	PGCE	Christian	4	Left two years after NQT

Participant 2 G2-02	ICT	Male 25-35	Black British African	First	GTP	Christia n	6	Stayed
Participant 3 G2-03	Social sciences	Female 25-35	Asian British Indian	First	PGCE	Christia n	5	Left after NQT year
Participant 4 G2-04	Design Technolog y	Female 25-35	White British	Second	PGCE	Catholic	3	Left after NQT year
Participant 5 G2-05	P.E.	Female Under 25	Mixed White & Black Caribbea n	First	PGCE	Christia n	4	Stayed
Participant 6 G2-06	Humanitie s	Male Under 25	White Irish	First	PGCE	Atheist	4	Stayed
Participant 7 G2-07	Drama	Female 25-35	Black or Black British Caribbea n	First	PGCE	Not answere d	4	Left after NQT year
Participant 8	Humanitie s	Male 25-35	White Irish	First	Trained overseas	Catholic	4	Left after NQT year

G2-08								
Participant 9 G2-09	ICT	Male 25-35	Black or Black British Caribbean	Third	PGCE	None	5	Left after NQT year
Participant 10 G2-10	English	Female 25-35	White British	First	PGCE	Catholic	4	Stayed

3.1 Mixed method study design: advantages and disadvantages

The study is a mixed method inquiry (Lopez-Fernandez and Molina-Azorin, 2011), which incorporates both quantitative and qualitative methods. The rationale for including quantitative and qualitative methods was to augment my understanding of the phenomenon of how NQTs may experience strategies from Dramatherapy supervision in the induction period and to understand if the intervention influences their ‘coping strategies’, sense of ‘self-efficacy’ and ‘job satisfaction’. This would not be possible to obtain from one single method of inquiry (Tashakkori and Teddlie, 2010). It was hoped that a mixed-methods approach would contribute to the study’s validity.

The quantitative data collection methods chosen include three standardised outcome measures: The Brief COPE (Carver, 1997), The Teacher Satisfaction Scale (Ho and

Au, 2006) and Teachers' Sense of Efficacy Scale (Tschannen-Moran and Hoy, 2001). These are all self-reporting measures and were chosen to attain the teachers' perceived coping strategies, job satisfaction and sense of efficacy at different points of the academic year: pre, mid and post intervention. The aim of collecting data at different time points was to elucidate if different times and/or specific events influenced the teachers' experiences, as opposed to only attaining a retrospective view as outlined in the pilot study (Appendix 1) and (§1.2.1).

The qualitative data also included self-reporting methods of collection: a semi-structured questionnaire prior to the intervention and post intervention semi-structured interviews. The questionnaires aimed at exploring the teachers' hopes for the year, their own perceptions of their coping styles and the potential difficulties they may encounter. The semi-structured interviews were conducted post intervention, to explore the NQTs' experience of the year and their experience of strategies from the Dramatherapy supervision sessions, to ascertain if their expectations differed to their predictions at the start of the year and to identify the potential variables that influenced their expectations. The interviews were audio recorded and transcribed verbatim for analysis. One of the objectives of employing interviews was to provide an opportunity to clarify discrepancies and validate interpretations between my insights as a researcher and the perceptions of the research participants (Germain, 1993). I facilitated the closing interviews within this study. Payne (1993) discusses how she employed a trained interviewer to carry out the interviews upon completion of treatment in order to aid the participant's/client's clarification of the researcher's

roles. However, Meekums (1993) discovered that when a trained interviewer was employed the responses were less informative or honest than when conducted by the therapist/researcher owing to the working alliance, which augmented the validity of the inquiry. As part of the supervision relationship a contract or working alliance is recommended to outline boundaries, practicalities and to form mutual expectations (Hawkins and Shohet, 2006). However, consideration must be given to potential challenges that may arise such as a lack of trust in the working alliance and the relationship as outlined in some nursing research (§2.3.3) and also the ‘Hawthorne Effect,’ often mentioned as a possible explanation for positive results in intervention studies. Wickström and Bendix (2000, p.1) state:

It is used to cover many phenomena, not only unwitting confounding of variables under study by the study itself, but also behavioural change due to an awareness of being observed, active compliance with the supposed wishes of researchers because of special attention received, or positive response to the stimulus being introduced.

Autoethnographic field notes were utilised to capture my own bias, as well as the group process during the intervention sessions. The field notes from the intervention were included in the data to explicate any changes over time between the pre, mid and post quantitative collection points, and to illuminate events and situations that may have influenced the NQTs’ induction experience, reported in the interviews at the end of the process. This is integrated with three case studies that chart the journey of three NQTs over the course of the study. The aim was to triangulate the quantitative and qualitative findings and identify if there was any direct correlation between the

strategies from Dramatherapy supervision and the NQTs' perceived sense of efficacy, coping methods and job satisfaction. Triangulation (Lacey and Luff, 2007) is defined as the gathering and analysing of data from more than one source to gain a richer and more robust perspective on the situation being investigated. Jick (1979) attributes triangulation and complementarity as the two main motivations for employing mixed methods. Triangulation refers to the convergence of data. Complementarity connotes illustrating the results of one method by also applying the other (Lopez-Fernandez and Molina Azorin, 2011).

Within this study, the quantitative methods aim to support the results attained from the qualitative methods in order to answer the research questions. By studying the NQTs' experience from different standpoints, a more comprehensive and holistic account of the complexity of human behaviour can be attained (Coady, 2010). Within education, 'triangular techniques are suitable when a more holistic view of educational outcomes is sought' (Cohen and Morrison, 2004, p.115). However, objections to mixed methods state that differences between positivist and interpretivist reports of social reality can nullify 'the interpretation of convergence as an indicator of measurement validity' (Moran-Ellis et al., 2006, p.6). Counter arguments suggest that despite the question of validity, mixed methods can be triangulated to unpack the different dimensions of a phenomenon and to augment understandings of a multi-faceted complex social world. This pertains to my study where complex individual and contextual factors overlap in the multi-layered social environment of a school (§§2.1.0-2.1.6). Despite numerous scholars warning against mixed method designs for

fear that one or the other design would be attenuated by trying to do too much in a single study (Ponterotto and Grieger, 2007; Chwalisz, Shah and Hand, 2008), mixed methods research designs are gaining popularity among counselling and human service researchers in all specialty areas (Kohn-Wood and Diem, 2012; Wisdom, Cavaleri, Onwuegbuzie and Green, 2012). My research combines quantitative measures, that provide clear definitive answers at different time points, with open-ended responses that incorporate ‘thick description’ (Ponterotto, 2006) of the qualitative component.

Within the field of Dramatherapy supervision, recent research methods employed have included two case studies (Smith and Bird, 2014) (§2.3.1) and detailed questionnaires through a survey (Jones and Dokter, 2008). The former study was more suitable for a case study approach compared to twenty participants in my study. However, I have included three case studies as opposed to a survey to provide an overview of the journey of three of the participants in order to support the IPA findings. Jones and Dokter (2008) utilised a devised questionnaire, to survey Dramatherapists’ perceptions of supervision. The advantages of this method are that data can be easily coded and it provides the researcher with both quantitative and qualitative data: numbers used to quantify ideas and qualitative to gather rich descriptive data. This method also can reach larger groups, however, in this study only 20% of the members responded to the questionnaire. Another disadvantage is that the capacity to collect rich detailed data is limited compared to other methods

such as interviews, which enable the researcher to clarify meanings with the participants.

Table 3.3: Summary of mixed method study design

Time of Collection	Orientation	Method of Data Collection	Method of Data Analysis
Pre, mid and post	Quantitative	Brief COPE	Quantitative
Pre, mid and post	Quantitative	Teacher Satisfaction	Quantitative
Pre, mid and post	Quantitative	Teacher Sense of Efficacy	Quantitative
Pre-intervention	Qualitative	Semi-structured questionnaire	IPA
Post-intervention	Qualitative – phenomenological/hermeneutic	Semi-structured interviews	IPA
Throughout intervention	Qualitative – phenomenological/hermeneutic	Researcher reflections, field notes, case studies	Autoethnography

3.2.0 Quantitative outcome measures

The following outcome measures were employed: The Brief COPE, The Teacher Satisfaction Scale and Teacher Sense of Efficacy Scale. They were administered pre, mid and post intervention to chart the newly qualified teachers' self-perceptions of

their coping styles during stressful periods, their sense of self efficacy and job satisfaction. The literature highlighted low self-efficacy, poor coping skills and low job satisfaction as a result of individual and contextual factors, as the reasons for early teacher attrition. Therefore, the aforementioned outcome measures were chosen to address my research questions. Nowadays stress has been identified as a contributing factor to the negative emotional welfare of teachers (Kyriacou, 2001; Martínez, Grau and Salanova, 2002; Cifre, Llorens and Salanova, 2003; Fernández-Berrocal and Extremera, 2003; Moriana and Herruzo, 2004; Manassero et al., 2005; Marqués, Lima and Lopes, 2005; Hakanen, Bakker and Schaufeli, 2006). Stress that leads to burnout can engender a teacher's decision to abandon the profession (Travers and Cooper, 1997; Guerrero, 2004). A study of 1.066 teachers, who left their teaching positions in England, also showed that an excessive workload was the most important factor leading to teacher attrition (Smithers and Robinson, 2003; Buchanan, 2010), while a study by Weiss (1999) found that supportive environments were related to teachers' motivation to stay in the profession.

In teaching, unmanageable stress can lead to emotional exhaustion, depression, dissatisfaction with career choice and reduced occupational functioning resulting in burnout (Mearns and Cain, 2003). Newly qualified teachers have been cited as being the most vulnerable and have been reported to leave the profession during or before induction (§1.2.2). Chao (1995) researched occupational stress among school teachers and found that teachers who stated a higher level of work stress had a lower job satisfaction. However, not all teachers reach burnout due to stress, in fact, some can

thrive on it (Pithers and Fogarty, 1995). Therefore, it is wise to consider an individual's coping style as this can predicate their susceptibility to burnout.

3.2.1 The Brief COPE (Carver, 1997), a revised version of the COPE (Carver, Scheier and Weintraub, 1989), examines the types of coping strategies individuals use when experiencing a stressful encounter. There are 14 scales that measure the types of coping which include: active coping; planning; positive reframing; acceptance; humour; religion; emotional support; instrumental support; self-distraction; denial; venting; substance use; behavioural disengagement; and self-blame. According to Carver, Scheier and Weintraub (1989), eleven of these coping methods fit within direct action and palliative coping methods. Direct action coping methods include active coping, planning, seeking emotional support, and instrumental support. Palliative coping methods include positive reframing, acceptance, humour, religion, self-distraction, denial and substance abuse (Austin, Shah and Muncer, 2005). Three of the coping methods that are considered ineffective include venting, behavioural disengagement and self-blame. Previous studies have reported the Cronbach's Alpha to exceed .8 for each factor and these components have been judged to have good face validity (Gibbons, 2008). This measure has been selected to enable newly qualified teachers to develop their coping resources and to acknowledge their existing coping strategies (Frydenberg and Lewis, 2000). Coping is defined as 'the on-going cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person' (Lazarus, 1993, p. 237). This 28-item instrument is based on coping constructs proposed by Lazarus and

Folkman (1984) that conceptualize coping responses as emotion-focused and problem-focused efforts to manage stressful events (Kimemia, Asner-Self and Daire, 2011).

The Brief COPE has proven to be useful in health-related research and psychometric properties of this instrument are reported to be derived from a sample of adults participating in a study of the process of recovery following Hurricane Andrew (Carver, 1997). My rationale for inclusion is that, teachers are leaving the profession due to stresses and burnout, triggered by workload, pressure, and internal classroom dynamics (§1.2.1-§1.2.3). The initial year of teaching, in some cases, is perceived as a shock to the system and very turbulent (§2.1.6). The purpose for using this measure is firstly, for ease of administration and to reduce the time burden with teachers working in a very busy environment (Kimemia, Asner-Self and Daire, 2011). Secondly, I have chosen this measure to ascertain what coping strategies the NQTs rely on, and if strategies from the Dramatherapy supervision sessions can augment the NQTs' choice of coping methods. It also aims to highlight how their coping styles in times of stress impact/influence their sense of efficacy and job satisfaction. In a study conducted by Lewis, Roache and Romi (2011), the findings suggest that teachers contribute to their own problems by responding with strategies that function only to intensify the very problems they are intended to overcome or prevent (Lewis, Roache and Romi, 2011). Mearns and Cain (2003) discovered that using the Brief COPE to explore the relationships between teachers' occupational stress and their coping styles, that teachers with a stronger belief in their ability to modulate their negative moods

depended on more adaptive coping strategies and experienced lower levels of distress. Hastings and Brown (2002) discovered that the use of maladaptive coping strategies for dealing with challenging behaviours, at a school for children with developmental disabilities, constituted a risk for staff burnout. Other studies that have used the Brief COPE with teachers include Prieto, M. et al. (2009). Potential limitations of this measure are that the scales on the Brief COPE do not adequately assess all significant areas of coping for 'NQTs' and it is not context specific. However, the qualitative research (IPA, autoethnography alongside individual case studies) aims to support a better understanding and explication of the construct.

3.2.2 The Teacher Satisfaction Scale (Ho and Au, 2006) measures teachers' overall satisfaction with the profession. This questionnaire provides a score that measures job satisfaction. The scale consists of five items that are rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). A high score is indicative of a high degree of teacher satisfaction. A participant can have a maximum score of 25. Ho and Au reported that Cronbach's alpha was 0.77 and the two-week test-retest reliability was .76 for their sample. Teaching satisfaction as measured by the TSS correlated positively with self-esteem but negatively with psychological distress and teaching stress. The TSS scores have had good incremental validity for psychological distress and teaching stress beyond earlier Job Satisfaction Scales. According to Ho and Au (2006), the TSS offers a simple, direct, reliable, and valid assessment of teaching satisfaction.

As hypothesized, teachers who were less satisfied (as measured by TSS) had a stronger intention to leave ($r = -.33$). Several studies, including: Caprara et al., 2003; Caprara et al., 2006; Skaalvik and Skaalvik, 2010; Akomolafe and Ogunmakin, 2014, indicate how teachers' job satisfaction is intrinsically linked to their sense of efficacy, which is why I chose this measure to run alongside the Teacher Sense of Efficacy Scale. The purpose of using this construct is also to measure the NQTs' perceived experience of job satisfaction at different time points in the year and to triangulate any changes in these results with the qualitative data, in order to establish if changes in job satisfaction are influenced by my intervention. The most significant positive environmental factors are those related to the working environment and the nature of the job i.e. recognition, support and respect from colleagues and superiors, which can also promote a feeling of job satisfaction (Crossman and Harris, 2006). One of the limitations of this measure is that job satisfaction of teachers can be influenced by a number of different individual and contextual factors (environmental, psychological and demographic elements), which this measure does not explicitly address.

3.2.3 Teachers' Sense of Efficacy Scale was measured with the short form of the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran and Hoy, 2001). It is originally based on the Teacher Efficacy Scale developed by Gibson and Dembo (1984). This measure consists of 12 items assessed along a 9-point continuum with anchors at 1-Not, 3-A Little, 5-A Bit, 7-Quite A Bit, 9-A Great Deal. Respondents are asked to denote the extent to which they identify themselves as capable of conducting a particular action successfully. The TSES was obtained by calculating the sum score

across the 12 items ($N = 2050$; $M = 82.62$, $SD = 8.71$), and demonstrated a Cronbach's alpha of 0.82. Gavora (2011) advocates that a significant teacher trait within the area of beliefs and assumptions is self-efficacy. Three moderately correlated factors were found: Efficacy in Student Engagement, Efficacy in Instructional Practices, and Efficacy in Classroom Management. Tschannen-Moran and Hoy, (2007) utilised this measure with novice teachers. In previous research, reliabilities for the full scale have ranged from .92 to .95, and for the subscales from .86 to .90. Research has shown that teacher efficacy has positive effects on: teacher effort and persistence in the face of difficulties (Gibson and Dembo, 1984; Soodak and Podell, 1993); the implementing of new instructional practices (Evers, Brouwers and Tomic, 2002) and pupils' academic achievement and success (Ross, 1992; Caprara et al., 2006). Limitations of this construct are that it does not address how teacher beliefs, which influence self-efficacy, are formulated or sustained (Tschannen-Moran and Hoy, 2007).

3.3.0 Qualitative research orientation

My study explored the phenomenon of being a newly qualified teacher, notably the experience of self-efficacy and coping in this new role. It was important to ascertain the essential meanings of the phenomenon known as the social and emotional elements of teaching and learning. My study aimed to investigate how these meanings were experienced in a facilitated group context through the lens of strategies drawn from Dramatherapy supervision. Fostering such an awareness, can enable teachers to generate solutions to problems and more importantly develop their own skills as

problem-solvers, which they will be able to utilise when dealing with similar problems in the future (Bennett and Monsen, 2011) (§1.2.3). In this study, the NQT year, investigated within a group context, was explored as the phenomenon in a phenomenological inquiry.

Husserl (1927) defines phenomenology as a close examination of human experience and thus, an understanding of the essential qualities of that experience, which would transcend the particular circumstances of their appearance and illuminate a given experience for others too. It involves a stepping outside of our everyday experience to be able to examine/observe that very experience and turn our gaze from the objects and direct it inward to our perception of those objects. Within teacher education literature, there is a strong emphasis on ‘this stepping out to observe’ through reflective practice, which includes the formative work of Dewey, 1933; Schön, 1983; Korthagen, 2001 (§2.2.0). Jaworski (2006, p.1) believes ‘that use of inquiry as a tool can lead to developing inquiry as a way of being and when practiced as part of a community, in which members collaborate, as learners, to develop their practice’.

This notion was developed by Heidegger (2002), a student of Husserl, who developed the theory of hermeneutics. He was concerned with the ontological question of existence itself and with the practical activities and relationships in which we are entangled. Heidegger views the person as always and ineradicably a knowing person in context/intersubjectivity. Relatedness-to-the-world is a basic part of our

constitution. This mode initiates the philosophical tradition that develops awareness about how people make sense of, or, give meaning to their world with the help of dialogue and discourse, and groups provide a hermeneutical perspective. This is pertinent to my study as teachers' identity (individual) and self-efficacy is often entangled with their professional role as a teacher and the context in which they work (§2.1.2). This is explored in mode 4 of the double matrix model of supervision (§2.5.1). These theories and applications impart the idea of the hermeneutic circle (Dilthey, 1976).

Heidegger (2002), cultivated the concept of the Hermeneutic Circle to envision a whole in terms of a reality that was situated in the detailed experience of everyday existence by an individual (the parts). So, understanding was developed on the basis of 'fore-structures' of understanding, that allow external phenomena to be interpreted. In his examination of *The Origin of the Work of Art* (1935–1936), Heidegger argues that both artists and art works can only be understood regarding each other, and that neither can be understood apart from art, which, as well, cannot be understood apart from the former two. Within clinical supervision, the frames of reference are expanded to include the supervisor, the supervisee, the client and the wider social context. The supervisee and the client cannot be understood wholly, without reference to each other. This is particularly pertinent to psychodynamic thinking (§§2.5.1, 2.2.2) and the double matrix model of supervision employed in my research (§§2.5.1, 2.3.2.3). The hermeneutic circle was developed by Donald Schön (1983), who

advocates how a hermeneutic circle is developed by means of engaging in a conversation with the situation.

This notion of including all parts of the research in a dialogue with each other including the researcher, can be problematic. For this reason, Husserl (1927, pp.63-65) promotes 'bracketing out' the researcher's prejudices prior to inquiry. Conversely, Heidegger and Gadamer highlight the impossibility of this. Gadamer (1994) considers the exclusion of one's own concepts as not only impossible, but illogical. It is only common sense, suggests Gadamer (1994), that the researcher brings himself or herself into the research inquiry. Such prejudices, formed in tradition, are integral to our being and enable and limit our understanding as we engage with our own biases (Denzin and Lincoln, 2000; Diekelmann, 2005; Koch, 1996). This indicates that if teachers 'bring themselves' into their reflective practice they will potentially acquire more self-awareness and a greater understanding of the social and emotional aspects of teaching and learning. This notion of taking on board the researcher's prejudices gives voice to the repertoire of career roles and life experience that I bring to my research, as well as the NQTs who bring their prejudices and educational experiences to the classroom. Gadamer maintains that our prejudices can be thought of as a horizon influencing 'the range of vision that includes everything that can be seen from a particular vantage point' (Gadamer, 1994, p.302). The horizon is 'not a rigid boundary but something that moves ... and invites one to advance further' (Gadamer, 1994, p.245). In this way, our horizons are dynamic and temporal, moving with our experiences in the world.

Within the field of therapy, De Castro (2008), highlights the importance of being aware of this horizon, as recognizing one's reactions and changes in one's own body within the research, because by engaging with this self-awareness, we can clarify and discover something about our pre-reflective understanding related to our co-researchers/participants. Therefore, the researcher is enabled to see that he/she is looking at the co-researchers through his or her counter-transference, or as Gadamer calls, prejudices. Within my research, autoethnography was utilised to capture my counter-transference in order to bracket my bias and my professional and cultural partiality. This method is discussed in more detail in Chapter Six.

Diekelmann (2005) suggests that Gadamer's task was to show that history is always at work as a horizon. Gadamer's notion of making sense of our world from within our existence is similar to Heidegger's view, which states that we act within a background of bodily, personal, and cultural practices that are always present (Annells, 1996; Laverty, 2003). This mirrors the teacher identity making process which is about marrying past and present experiences (Feiman-Nemser, 2001a) (§2.0) and the parallel processes in the double matrix model of supervision (§2.5.1).

3.4.0 Interpretative phenomenological analysis

3.4.1 Rationale

In comparison to positivist methods that pursue norms and generalizations, the phenomenological approach to investigation deals with subjective experience as it is

lived out in the world (Quail and Peavy, 1994) and (Spinelli, 2005). Giorgi (2002) argues that soundness in lived experience studies varies from conventional psychological studies. In the former, validity is established through the interpretation of essential meanings in a person's actual experience, whereas the latter establishes it through empirical facts such as norms, events and categories.

Interpretative Phenomenological Analyses' (IPA) theoretical underpinnings stem from the phenomenology which originated with Husserl's attempts to construct a philosophical science of consciousness, with hermeneutics (the theory of interpretation), and with symbolic-interactionism, which postulates that the meanings an individual ascribes to events are of central concern, but are only accessible through an interpretative process. Consequently, IPA recognises that the researcher's engagement with the participant's text has an interpretative element, yet in contrast to some other methods e.g. discourse analysis, DA (Potter, 1996), it assumes an epistemological stance whereby, through careful and explicit interpretative methodology, it becomes possible to access an individual's cognitive inner world. IPA is rooted in psychology, and acknowledges 'the essential role for the analyst' in making sense of the personal experiences of the research participants (Smith, 2004).

In order to capture these 'personal experiences,' IPA was chosen as a methodology that includes the detailed consideration of the participants' 'lifeworlds'; their experiences of a particular phenomenon, how they have made sense of these experiences and the meanings they attach to them (J.A. Smith, 2004, p.42). The interviews at the close of my fieldwork aimed to capture these 'lifeworlds.' I

facilitated the participants in the recounting of their own experience of being a newly qualified teacher (Bolas, Van Werschl and Flynn, 2011). The questions centred upon their expectations of the year, the challenges they faced, the various support systems they accessed, the benefits and challenges of the supervision group in relation to helping them cope with the challenges they experienced (Appendix 6).

3.4.2 IPA research in arts therapies: advantages and disadvantages

The method of IPA is pertinent to the supervision of Dramatherapy in that it has thrived in health psychology research (Brocki and Wearden, 2006). It has also been utilised in similar fields such as social, clinical and counselling psychology (Smith, 2004; Braun and Clarke, 2006; Biggerstaff and Thompson, 2008), Music Therapy research (Poole and Odell-Miller, 2011; Hervey and Odell-Miller, 2012), counsellor trainee research (Kumari, 2011), art therapy research (Reynolds, 2007) and Dramatherapy research (Godfrey and Haythorne, 2013; Carr and Andersen-Warren, 2012).

Limitations of this method are that the strong dedication to idiography: a detailed investigation of one case until some degree of closure has been attained (J.A. Smith, 2004), may elicit questions about the generalisability and clinical efficacy of IPA studies. Also, there is little critical review of the method. Smith, Flowers and Larkin (2009) establish the basic principles of good IPA research, but this is an area requiring further systematic review. Carr states how IPA gives ‘a study validity, trustworthiness

and reliability’ but some of the limitations include a ‘lack of breadth and transferability of the data’ (Carr and Andersen-Warren, 2012, p.98). Pringle et al. (2011) cite one of the limitations being the use of small sample sizes, to which IPA is suited. However, this allows for a more in-depth form of analyses that goes beyond standard thematic analysis, (Brocki and Wearden, 2006) to include metaphor and quotes used by the participants, which is most pertinent to my intervention sessions. In terms of using IPA within a mixed method study, IPA is a reasonable partner for quantitative methods because it can help researchers contextualise quantitative findings (Cassidy et al., 2011).

A major distinction between IPA and other prominent modes of analyses, i.e. Discourse Analysis, is that DA examines the role of language in describing the person’s experience, while IPA explores how people ascribe meaning to their experiences in their interactions with the environment (J.A. Smith, 1999). As such, it is especially suited to studies that aim to relate findings to bio-psycho-social theories that dominate current thinking within the healthcare professions (J.A. Smith, 1996; Willig, 2001; J.A. Smith, 2004). IPA aims to investigate in depth the perceptions and experiences of participants in order to reveal ‘meanings held within and behind what is communicated verbally’ (Hervey and Odell-Miller, 2012, p.214).

3.4.3 IPA Interview Structure and analysis: advantages and disadvantages

The interviews in my study were guided by a schedule allowing for looser examination of areas of interest (Smith and Osborn, 2008), that transpired during the interview process (Appendix 6). All participants were asked the same questions in the same order which began with more general areas about the year and then moved into more specific areas, giving space for topics that the researcher had not previously considered (Pool and Odell-Miller, 2011). Giorgi (1997) suggested that the phenomenological interview approach is a two-tiered method of obtaining descriptions of context followed by an interview for eliciting meaning. The challenge to ‘giving space’ is that it may prevent the acquisition of relevant research data if participants deviate too much from the main focus and also a researcher cannot control how people choose to express their experience (Bevan, 2014). In order to elicit clarity, structural questions should be employed to show how participants structure their experiences (Spradley, 1979). According to Daw and Joseph (2007), the production of qualitative data enables the researcher to attain themes which are pertinent to the research question. IPA as a research method compliments the NQTs’ self-reporting on their sense of efficacy and experience as this method asserts that participants are experts on their own experience, which does not test a hypothesis prior to data analysis. Research questions are responded to according to the data which has been accrued (Kumari, 2011).

The process of analysis (J.A. Smith, 2004) of the semi-structured interview data included the following method: a close reading of the transcripts, (beginning with one

detailed examination of one case until a level of closure has been attained), making notes of any thoughts, observations and reflections that occur while reading the transcript of the text, to bracket the researcher's interpretations. While reading the text, the researcher attempts to suspend presuppositions and judgements in order to focus on what is actually presented in the transcript data. This involves the practice of 'bracketing' (Husserl, 1999, pp.63 - 65), which J.A. Smith (2004, p.45) identifies as the 'biographical presence of the researcher.' What this involves is the suspense of critical judgement and a temporary refusal of critical engagement which would bring in the researcher's own assumptions and experience (Spinelli, 2005).

Once all of the interviews were analysed individually a cross case analysis of converging themes was tabled. This was followed by the identification of themes and the links between the themes. The intention was to obtain a group of themes (clusters) and to identify super-ordinate categories (subthemes) that suggest a hierarchical relationship between them. Finally, there was a synthesising and theorising of all data collected. The findings were then applied to the research questions to assess the validity of the intervention. This process will be presented in more detail in Chapter 5.

3.4.4 Semi-structured questionnaire method and analysis

Semi-structured questionnaires were administered prior to the fieldwork to capture the NQTs expectations for the year ahead. The questionnaires aimed to collate the NQTs' thoughts and predictions regarding their expectations for the year, both positive and negative, as well as their perceived coping styles to deal with the potential challenges.

This method was chosen in order to compare and contrast their lived experiences of the entire year with their initial expectations and perceived challenges, in order to ascertain any changes in their sense of efficacy and coping skills. It was also hoped that this data collection method would contribute to the validity of the research by triangulating the findings with the quantitative outcome measures: The Brief COPE, Teacher Sense-of Efficacy Scale and the Teacher Job Satisfaction Scale. All the questionnaires were read carefully and analysed individually. Then a cross case analysis of converging themes for each cohort was tabled. This was followed by a cross case analysis of both groups with the identification of overall themes (Appendix 7). The themes in the table are numbered 1 – 4, 1 representing the most frequently cited theme. The number in parenthesis represents the number of times this variable was mentioned. The column entitled NQT refers to the individual teachers who cited the theme.

3.5.0 Ethnography and autoethnography data collection methods

In my study, I facilitated the sessions and was therefore, a participant –observer in the process. Eisenhart (1988) describes participant observation as resting along a continuum from participant to observer, one’s placement on that continuum may shift during a study, which mine duly did from that of Dramatherapy supervisor to researcher. This ‘insider’ or ‘etic’ (Cleary, 2003, p216) stance is advantageous in that it can enable the researcher to access information about the community more readily. My role spanned what Williams (1995) classifies as the four main supervisory roles: teacher, evaluator, facilitator and consultant. Academic supervision oversaw my

researcher role, whilst a separate Dramatherapy supervisor supervised the fieldwork sessions.

It was imperative to be aware of how my interpretations could be influenced and consequently skewed by my own experiences and social location (Suzuki et al., 2005). To cater for this autoethnography, including some case studies, detailed in Chapter 6, was employed to bracket my biases and background alongside my account of the NQTs' experience, in order to procure an objective representation of the NQTs' lived experiences and the efficacy of strategies from Dramatherapy supervision (Emerson, Fretz and Shaw, 1995).

3.5.1 Advantages and disadvantages

Ethnographic approaches are relevant to my study, especially given its dynamic and relational nature (Henning-Stout, 1993). Stewart (2003, p.3) advocates the usage of ethnographically informed methods in psychology. She noted that ethnographic methods are 'compatible' with the 'methodological values' of most psychologists. Her work supports the idea that ethnographically informed methods enable researchers to place the experiences of individuals within a social context and have what Donald Schon (1983) typifies as a hermeneutic design, a conversation with the situation. This pertains to the re-reading and analysis of the field notes and my own ethnographic reflections on the experience in my study and the parallel processes involved in mode 6 in the double matrix model of supervision (§2.5.1). Reed-Danahay (1997, p.3) suggests that 'one of the main characteristics of an auto-

ethnographic perspective is that the autoethnographer is a boundary-crosser and the role can be characterised as that of a dual identity'. Suzuki et al. (2005) commend autoethnography as a method for obtaining specific cultural data on belief and value systems in psychotherapy.

This data collection method of autoethnography is utilised prolifically in models of clinical supervision, for both therapy based and non-therapy based supervision practice, that explore relational dynamics, (Hawkins and Shohet, 2006; Frawley-O'Dea and Sarnat, 2001). Ethnography has been used as a method of research in education, nursing and psychotherapy. It has been employed in studies that explore supervision amongst nurses in acute mental health settings (Cleary, 2003; Cleary et al., 2005; Siddique, 2011; Wright, 2009) and psychologists, learning to consult (Henning-Stout, 1999). Within the health psychology field, Smith (2004) used autoethnography to investigate the phenomena of eating behaviour and eating disorders. Within community psychology, Langhout (2006) used autoethnography to reflexively review her research and consider issues of race, class, and gender. Woodward (2015) exercised autoethnography as a primary research method into her experience of working as a Music Therapist in Bosnia and Herzegovina in post repatriation.

Within education, Rozelle and Wilson (2012), in their ethnographic study on science teacher trainees, advocate ethnography as a viable research method because it highlights what is happening on a microcosmic level, thus illuminating information

about the world. However, ethnographers have been criticised for generalizing findings to entire societies based on the study of only a few community members (Denzin and Lincoln, 2000).

Other drawbacks of using this method include, becoming over focused on the self-narrative at the expense of the culture which is being researched, which is the very cornerstone of ethnographic inquiry. Chang (2008) reminds autoethnographers to support their data and not rely solely on their own personal narrative. I have incorporated three case studies and used clinical supervision to delineate between the NQTs' process and my own cultural background. When I perceived that my own personal material was overshadowing the fieldwork I engaged in personal therapy (these notes were incorporated into the fieldwork notes). Chang (2008) argues that autoethnography should be ethnographical in its methodological orientation, cultural in its interpretive orientation, and autobiographical in its content orientation. Its primary goal is the procurement of a cultural understanding through underlying autobiographical experience. Ethically, Connelly and Clandinin (2000) challenge autoethnographers on their adherence to confidentiality. They question the ownership and subsequently the confidentiality of researchers' stories when it involves others. To ensure confidentiality, numbers and pseudonyms were employed throughout my research, which was negotiated in the working alliance during the initial sessions (§3.6.0).

3.5.2 Ethnographic field notes

Writing field notes involves an active process of interpretation and sense making, noting down and writing about significant things, but also ignoring others as not significant and perhaps leaving other things completely out. Ethnography is ‘the peculiar practice of representing the social reality of others’ through the analysis of one’s experience in the world of these others’ (van Maanen, 1988, p.9). The fieldwork notes in my study were separated into three columns: the environment, the facts of the session and researcher reflections which, were made both during the session and afterwards (Appendix 8 and 9). I made notes regarding the environment to include the area between the entrance to the school building and the space where the sessions occurred. These environment-based field notes related to my experience entering the field and my observations of staff, students whilst ‘en route’ to the designated space. After each session, I made detailed notes in the section entitled ‘facts’ pertaining to who attended the session, the issues of concern that were brought, the activities that were chosen to explore these concerns, the contributions the teachers made and my responses and interventions. My personal reflections became what Siddique (2011) has called autoethnographical. At the close of the fieldwork the notes were re-read several times to gain an overall natural order or sequence of events that made up the larger activity of the entire supervision process. Line by line reading of the field notes was conducted to highlight themes, patterns and ideas that arose. (Emerson, Fretz and Shaw, 1995) recommends treating the field notes as a data set reviewing re-experiencing and re-examining everything that has been written down, while mindfully striving to identify themes, patterns and variations.

In order to triangulate the ethnographic findings with the autoethnographic accounts I consulted the methods of De Castro (2008) who combines the analysis methods of both Giorgi (2003) and Devereux. This method entails incorporating what Devereux (1967) refers to as the facilitator/therapist's counter-transference (§2.2.2) as reverberations: the (therapist's) and in this case the supervisor/researcher's reactions and reflections on the experience of the participants (autoethnographic notes). I present this method through three case studies (based on three NQTs) and a reflection on each group's process over the course of the fieldwork. I include my own reverberations in response to the group narrative and the case studies.

3.5.3 Triangulation of data sets

Following what is called double hermeneutics, I continued to have a dialogue between the material generated by the group, the individuals and my own counter-transference/autoethnography, throughout the research process. A further analysis was included by identifying the connections between the themes from all the datasets (IPA interviews, questionnaires, field notes and quantitative outcome measures) and linking the themes to the research questions. Moran-Ellis et al. (2004, p.16) refer to this method of analysis as 'following a thread.' Each 'method' is analysed within the pertinent paradigm parameters to identify key themes. Salient themes in one dataset are followed across others like a thread to create a constellation of findings which can be utilised to create a multi-faceted account of the phenomenon, in relation to the research questions (§3.1). The merit of this approach is that it facilitates an inductive lead to the analysis which sustains the benefits of both qualitative and quantitative

data. This aligns with IPA's and autoethnography's idiographical theoretical underpinnings. However, my study, through the employment of case studies, also includes some analysis on the divergences in findings from different datasets (Kelle, 2005), which delineates some of the individual from the contextual factors that influence the NQTs' coping strategies and sense of efficacy (§2.1.2). This would not have been possible through other methods of triangulation such as N-Vivo, which is a qualitative data analysis software program that holds both qualitative and quantitative datasets. There is a danger with this that one method would be transformed into another (Caracelli and Greene, 1993).

3.6.0 The Supervisory Working Alliance

The supervision group in my research study was incorporated into the school's induction programme for NQTs, after school hours (Appendix 10 and 11). As part of the supervision relationship a contract or working alliance²¹ is recommended to outline boundaries, practicalities and to form mutual expectations (Hawkins and Shohet, 2006). Clinical supervision is an integral part of the training and continued professional development throughout the career of a practising counsellor/therapist. It is aimed at improving professional aptitude through a process of self-reflection (Jones

²¹ Scaife and Inskipp (2001, p.1) define the contract in supervision as: 'A working alliance between the supervisor and counsellor in which the counsellor can offer an account or recording of her work; reflect on it; receive feedback and where appropriate, guidance. The object of this alliance is to enable the counsellor to gain in ethical competence, confidence, compassion and creativity in order to give her best possible service to the client.'

and Dokter, 2008; Fiedler, 2008; Panhofer, 2008), and a learning process that requires the inclusion of the whole self (Panhofer et al., 2011). As these two facets of the supervisee's identity are interconnected, one of the functions of supervision is to delineate between the supervisee's personal material and that of their client's, the individual from the contextual (§2.1.2). This can create a nebulous landscape that sits somewhere between the realms of therapy and supervision, the ultimate goal being to access the emotional fabric of the client through the therapist. This can cause the supervisee to feel vulnerable and therefore, suitable steps must be taken to ensure safety and trust.

D. Edwards (2010) believes that a crucially important aspect of the supervisor's task is to maintain a safe (contained) environment in which learning is possible and in which the triangular dynamics of the client–supervisee–supervisor relationship might be appropriately explored. If the supervisor can help devise such a space, that is to say, a facilitating or holding environment akin to the primary carer, the supervisory relationship may then become one in which the therapist is free to play. B. Youell (2008, p.122) refers to the term 'play' in this context as a 'state of mind in which an individual can think flexibly, take risks with ideas (or interactions), and allow creative thoughts to emerge.' This is a tricky concept for trainees, and therefore, has implications for non-therapist supervisees, to take risks whilst also learning how to be a supervisee. Wheeler and Williams (2012) report how trainee Music Therapists felt it was challenging being judged before acquiring the necessary skills needed. This mirrors newly qualified teachers' apprehensions around assessment and judgement in

their new role as well as teachers in general in the current climate of performativity (§§2.1.0, 2.2.3, 3.7).

Trust and containment are noted as prevalent themes within the supervision of mental health nursing. Webb and Wheeler (1998) found that supervisees were more likely to share personal information in supervision when they had chosen their supervisor, than when they were supervised by somebody external to the setting in which they were employed. Similarly, Edwards et al. (2005) indicate that when supervisees choose their supervisor the quality of the supervisory relationship is significantly enhanced. This was not a possibility within my study. However, I was also a teacher and in that respect understood their role. There is much debate around the concept of the efficacy of internal and external supervisors and mentors (§2.2.3).

In order to develop and maintain trust and containment, it is imperative that appropriate boundaries are in place to ensure safety and freedom of exploration through a mutually agreed working alliance between the two parties, that is built on growing trust, respect and goodwill (Hawkins and Shohet, 2006). Shohet and Wilmot (1991) refer to it as a contract that enables reflection, learning and relationship-building, not judgment and defence. Ellis (1991) indicated that the supervisory relationship was identified as the most critical element in supervision by the supervisee, underscoring its importance in the supervisory process. Webb's (1997) research discovered that there is a correlation between the quality of the working

alliance as experienced by the supervisee and the extent of self-disclosure in supervision. However, Ladany, Ellis and Friedlander (1999) examined whether self-efficacy improved as the working alliance became stronger, but found no evidence to support this claim.

While empirical findings on supervisory working contracts are varied (Falender and Shafranske, 2004), its significance is underscored by findings that the supervisory alliance forecasts higher job satisfaction and higher levels of supervisee ease with disclosure (Pakdaman, 2011). Scaife (2009) writes how one of the most important factors contributing to an effective supervisory relationship is feelings of safety. Research studies by Palomo, Beinart and Cooper (2010) focused on trainee clinical psychologists, found that a safe base was the most important factor (§2.2.4). High supervisory alliance is also affiliated with lower levels of supervisee anxiety, higher confidence in therapy, and heightened job commitment (O'Donovan, Halford and Walters, 2011). Finally, Watkins (2013, p.307) believes that an effective supervisor is both a 'model for and mentor of reflectivity.' This compares to the aforementioned Löffström and Eisenschmidt (2009, p.688), who state, 'it is vital that mentors analyze their own work, question their practices, and develop themselves professionally.' Therefore, the supervisory relationship is not simply a hierarchical delivery mechanism for knowledge and skills. It can also be a place of experiential learning, modelling, and a channel for the development of relationship and reflective competencies (North, 2013).

3.6.1 Group supervision

The importance of the working alliance is heightened when it involves a group dynamic as in group supervision, especially amongst professionals who work together and are not therapeutically trained. Yalom's (1995) view was that establishing group rules is important to help interactions in groups. It is only if employees perceive the supervision group as a safe and trusted space that they will be able to properly engage with an exploration of their work. This process requires substantial group support, often initially modelled by the supervisor, and developed over time by supervisees (§§2.3.2, 2.3.4).

3.6.2 Dramatherapy supervision session structure

The sessions had the following format (§2.5.2): check in – a space to identify the needs of the group for a particular session, warm up or focusing– a space to prepare for exploring the identified needs and to help the teachers formulate a question for exploration, the main activity – this consisted of exploring the question through the use of strategies from Dramatherapy supervision. Techniques vacillated between individual and group based exploration. This depended on the needs of the group ascertained in the initial check in stage. When there were shared concerns for investigation, the teachers were facilitated to identify others with comparable concerns and form small groups, from which to examine the main supervision question for the session. Similarly, Sherbersky (2014), uses a sociometry (§2.3.7) exercise to ascertain resonant supervisee concerns within the group. The content of

the sessions was explored through a range of creative techniques, namely, image cards to represent themes, drawing and sculpting to investigate problematic class dynamics, scripts to explore difficult pupil behaviour. However, the issues brought to the sessions could not be predicted in advance. Consequently, the choice of an appropriate artistic medium was chosen in the sessions to meet the needs of the NQTs (§§2.3.6, 2.3.7). This was followed by de-roling and closure (P. Jones, 1996). Finally, a reflection stage marked how each member could integrate their findings into their teaching role/lessons. Similar structures in Dramatherapy supervision include Butte and Foo's (2014, p.132) 5 Part Supervisory Arc²² and Page and Woskett's (1994) CLEAR model and Jones' basic form (1996) (§2.5.2). This process enables the supervisees to recognise insights made and consider steps to take forward into their practice.

3.7 Ethics

I undertook training in ethics as part of the compulsory research training program on the ethical treatment of research participants. This ethical clearance was obtained from Anglia Ruskin University. Kimmel (2009) regards ethical issues as a critical element of the training of researchers and should be considered throughout the whole

-
- ²² 1. Arriving (check-in and reflection since last session)
2. Focusing (supervisee identifies need from session)
3. Engaging (supervisee engages with a task to explore theme or question)
4. Reflecting (sharing reflections)
5. Processing (supervisee takes notes for auctioning)

process (Dileo, 2000). This was heightened within my research due to the contrasting nature of facilitating strategies from Dramatherapy supervision within an educational context. Therefore, I was invited to conduct a pilot study (§1.2.1) (Appendix 1) in the school setting a year prior to conducting the research, so that the school could make an informed decision about whether or not to engage in the study. The Assistant Head teacher took an active part in the pilot study to ascertain the style, efficacy and appropriateness of the proposed intervention with the NQTs. This augmented the provision of information about the research as it gave the NQT induction co-ordinator an insight into the potential Dramatherapy supervision intervention. All participants taking part in the research were given letters to explain the research and to invite participation (Appendix 2). Maranto (1995) advocates how informed consent must be documented in writing and its legitimacy relies on three salient factors: the ability of the participant to understand the information given, the freewill of the participant in the making of the decision and the completeness of the information communicated. In order to adhere to these requirements, I created a handbook disseminated it to the teachers outlining what strategies from Dramatherapy supervision entailed, prior to commencing the main research. I spoke to all the teachers as a group and individually about the structure and contents of the research. In the second year, I included the NQTs' mentors in the introduction so that they would be aware of the process, also as a way of assuaging any concerns about the differences/similarities between mentoring and the supervision sessions. Other factors that were considered were the cultural differences (Dileo, 2000) of the teachers and the differing subject specialisms within

the group (Table 3.1 and 3.2). This was important to highlight as the NQTs were not all from art based subjects.

Supervision is an integral component of clinical practice from training onwards in the field of therapy. Within teacher education, there is no equivalent. Although mentoring is a supportive part of induction, it has a different agenda and operates from a different school of thought, focusing primarily on successful completion of the induction period (§1.4.0). Therefore, much consideration was applied to explaining the differences between therapy and supervision and between mentoring and supervision (§2.5.2). It was vital to highlight that the supervision process was not an assessment of their competency to teach. This was an ongoing dialogue that I had with the teachers throughout the process as so much of their year entailed being observed and assessed.

Permission was obtained through the signing of consent forms that were distributed prior to the intervention (Appendix 3 and 4) as per British Association of Dramatherapists guidelines and HCPC Standards of Proficiency. Dileo (1995) cautions researchers to carefully reflect on their potential power that may exert undue pressure onto participants to remain in the process. Therefore, participants were informed of their right to withdraw from the process at any stage. Despite there being a clear intention that the invitation to take part in the project was on a voluntary basis, the teachers in Group 1 stated later that the senior management considered their

participation compulsory. All participants were informed of their right to withdraw. No one withdrew within this group. One teacher withdrew from Group 2 from the research but not from the sessions.

In both cohorts of NQTs my research intervention was integrated into the induction programme. However, in the first year, attendance at the sessions and inclusion in the research was as stated in the consent forms, voluntary. In the second year, the school requested that attendance of the supervision sessions should be compulsory, as it was included as a part of their induction training programme (Appendix 10 and 11). However, their decision to withdraw from the research was voluntary at any stage. This meant that they would not be included in the final write up or in any publications.

Concerns or issues regarding the participants' well-being over the course of the research was agreed to be shared with the Assistant Head (NQT induction co-ordinator), so that referrals could be made to external support systems, if such a situation transpired. However, confidentiality was maintained throughout the process and only a summary of general themes was fed back to the induction co-ordinator. This was negotiated with the NQTs during the creation of our working alliance (§3.6.0). It was also agreed that the NQTs would themselves take it in turns to share general themes explored in the session with the induction co-ordinator, whilst maintaining the individual teachers' confidentiality. Additionally, the working

alliance that was established with each group stated that anonymity would be maintained by attributing numbers to the teachers' identity. They were adamant that this would be sustained throughout as they feared any identification. As a clinical supervisor, it is incumbent on me to respect my supervisees' requests about confidentiality. The objective was to foster trust amongst the group and to dispel any concerns about my role in the school, other than that of external supervisor/PhD researcher.

DeWalt and DeWalt (2010) highlights the importance of building a rapport with the participants. Rapport is achieved when the participants and the researcher share the same goals. This includes issues of confidentiality and privacy, which must be respected. These objectives were set out with both groups in the initial session in the form of a working alliance (Scaife and Inskipp, 2001).

Finally, the researcher must be aware of what information is off limits. This is done by respecting the nos (statements of resistance) offered by participants and by working with the gatekeepers and informants, as well as through observations and immersion at the site (Suzuki et al., 2005). These are similar to the codes of conduct used in clinical supervision. P. Jones (2009) stresses the importance of mutuality between supervisor and supervisee. In my study, it was respected that not all teachers would want to work creatively and therefore, they would be given the choice to reflect

verbally, and all were encouraged to question the rationale for the use of any of the creative methods (Morrisette and Gadbois, 2006).

3.8 Summary

This chapter outlines the process of this mixed method inquiry. It encapsulates both quantitative and qualitative methods of data collection and analysis, to investigate if strategies from Dramatherapy supervision, can be translated to an educational context, in order to augment the newly qualified teachers' (NQTs) experience of self-efficacy and coping strategies in their new role. Mixed methods were employed for the purpose of triangulation, to ascertain if there were changes in the coping strategies, job satisfaction and sense of self efficacy amongst the newly qualified teachers, over the course of their one-year induction period. Findings will be presented and data will be analysed in the next three chapters: (Chapter 4) quantitative data analysis part 1, (Chapter 5) qualitative data analysis part 2, (Chapter 6) case studies and autoethnographic findings.

Chapter 4: Data Analysis –Part 1

4.0 Introduction

This chapter provides an overview of the data findings obtained from the research, to ascertain if strategies from Damatherapy supervision can augment NQTs' experience of self-efficacy and coping strategies in their new role (§1.1). This chapter will provide an account of the findings amassed from the quantitative outcome measures: Brief COPE (Carver, Scheier and Weintraub, 1989), Teacher Sense of Efficacy Scale (Tschannen-Moran and Hoy, 2001) and Teacher Satisfaction Scale (Ho and Au, 2006). It will discuss each individual group's data set (ten in each) initially and then it will draw comparisons between each cohort and outline the strengths and weaknesses of the method.

4.1.0 Brief COPE

The Brief COPE (Carver, 1997) is a revised version of the COPE (Carver, Scheier and Weintraub, 1989). There are 14 scales that measure the types of coping which include: active coping, planning, positive reframing, acceptance, humour, religion, emotional support, instrumental support, self-distraction, denial, venting, substance use, behavioural disengagement, and self-blame. Carver et al. (1989) have categorised the coping strategies into the following subsections: direct action coping strategies, palliative coping methods and ineffective coping methods (§3.2.1).

4.1.2 Brief COPE findings

SPSS was employed to analyse the quantitative data. Descriptive statistics reported that the data was normally distributed as per Levene's test. An independent t-test was used to test the statistical significance of the Brief COPE between the two cohorts of newly qualified teachers that were tested pre, mid and post intervention. The aim of the test was to ascertain if there were any statistically significant differences in coping strategies between the results of the two groups of NQTs over the course of the field study. The output from the independent t-test revealed no mathematically significant differences in the Brief COPE surveyed for both groups. Therefore, the data accumulated from both cohorts of ten participants each were pooled together for further analysis in a paired T- test that again revealed no statistically significant differences. This was then followed by an ANOVA (analysis of variance) in order to study the mean differences between the pre, mid and post results independently. It revealed the following result $F(2,809)=.349, p=.706$ (see Table 4.1 below) which demonstrates that there was no significant changes within these time points.

Table 4.1: Brief COPE ANOVA

brief_cope					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.745	2	1.373	.349	.706
Within Groups	3183.534	809	3.935		
Total	3186.280	811			

However, from an observational standpoint it was interesting to note that the pre scores were higher than the post scores and lower than the mid scores. The mid scores were higher overall. See Brief COPE - Group 1 data and Group 2 data findings below.

Figure 4.1: Brief COPE Group 1 data findings

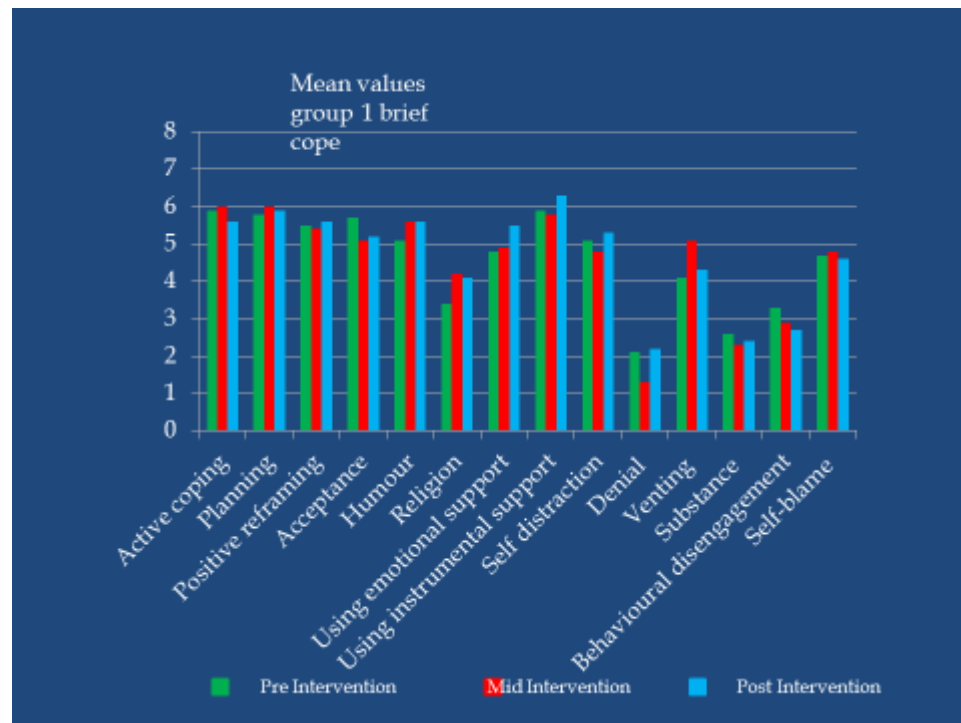
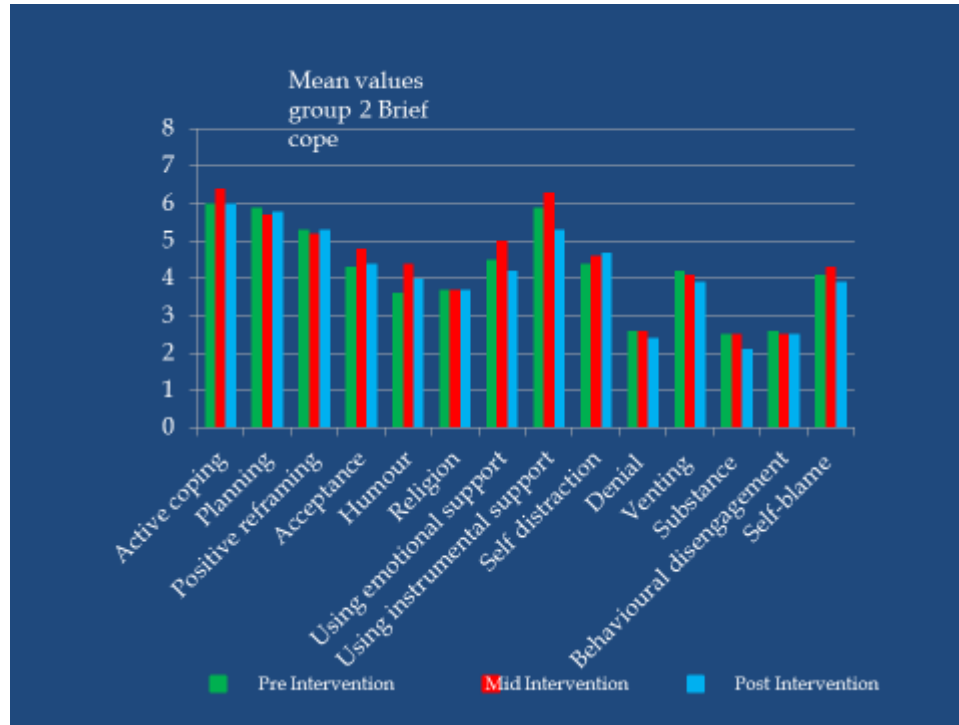


Figure 4.2: Brief COPE Group 2 data findings



A post hoc test was conducted to test the relationships between the 14 categories of the Brief COPE: active coping, planning, positive reframing, acceptance, humour, religion, emotional support, instrumental support, self-distraction, denial, venting, substance use, behavioural disengagement, and self-blame, to ascertain if there was anything statistically relevant to report. When analysis was conducted between survey points, significant differences were returned for all time points, notably between denial, substance and behaviour disengagement and the other eleven categories. This infers that there were significant contrasts between palliative, ineffective and direct-action coping strategies. Direct action methods of planning, instrumental support and emotional support were reported to be more prolifically relied upon than palliative methods, such as denial and substance or ineffective coping strategies.

4.1.3 Overall observational findings

From an observational standpoint, *Active coping*, *planning* and *seeking instrumental support* were rated as the most prolifically used coping methods in both groups in this study. Austin, Shah and Muncer (2005) report that in teaching seeking support, positive appraisal, and planning problem solving are all positive coping strategies, whereas avoidant coping is negative. This is echoed by Burke, Greenglass and Schwarzer (1996). However, *seeking instrumental support* gradually increased in Group 1 compared to decreasing in Group 2 at the end of the year. There was a similar trend in *seeking emotional support*: in Group 1 it steadily increased throughout the year whereas in Group 2 it decreased by the end of the year. Some research by Cooper, Katona and Livingston (2008) suggests that emotion-focused coping strategies, such as acceptance, humour, positive reframing, and seeking emotional support, are preferred over problem-focused coping strategies, such as planning, active-coping, and seeking instrumental support. The qualitative results indicate that both groups held strong reservations about openly seeking emotional support as it could have a negative impact on an NQT's career in the school (§7.3.2.4)

4.2.0 The Teacher Satisfaction Scale

The Teacher Satisfaction Scale (Ho and Au, 2006) measures teachers' overall satisfaction with their profession. teachers who were less satisfied (as measured by TSS) had a stronger intention to leave ($r = -.33$). Several studies, including Akomolafe and Ogunmakin, 2014; Skaalvik and Skaalvik, 2010; Caprara et al., 2003;

Caprara et al., 2006), indicate how teachers' job satisfaction is intrinsically linked to their sense of efficacy.

4.2.1 The Teacher Satisfaction Scale findings

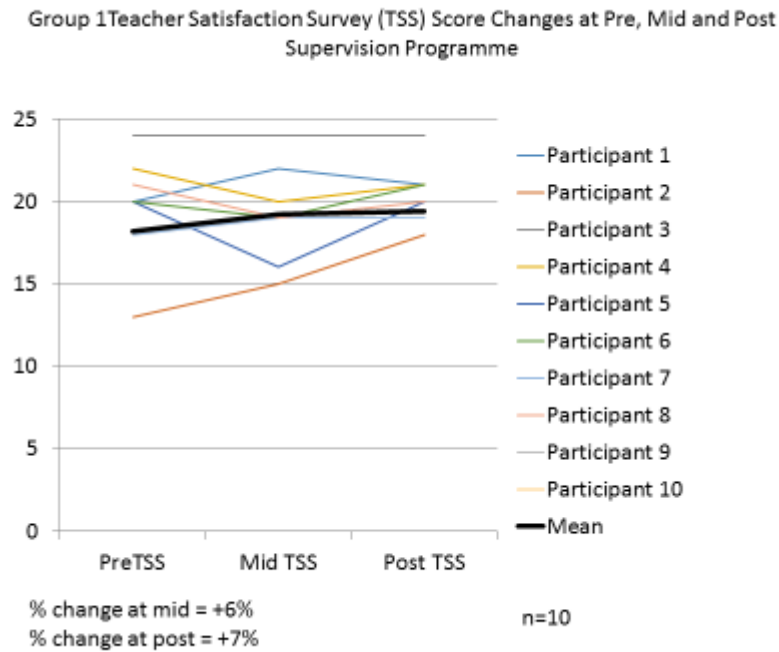
A t-test for both groups revealed no statistical difference between the cohorts, and both groups were subsequently pooled for further analysis. An ANOVA and post hoc as per Scheffe's test (data was found to have equal variance as per Leven's test) concluded that, although not statistically significant, the mid scores are lower than the pre-and post-scores. The post scores, similar to the teachers' sense of efficacy, are higher than the pre-scores.

Table 4.2: ANOVA Test for The Teacher Satisfaction Scale

tssall

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.370	2	6.185	.326	.723
Within Groups	1042.061	55	18.947		
Total	1054.431	57			

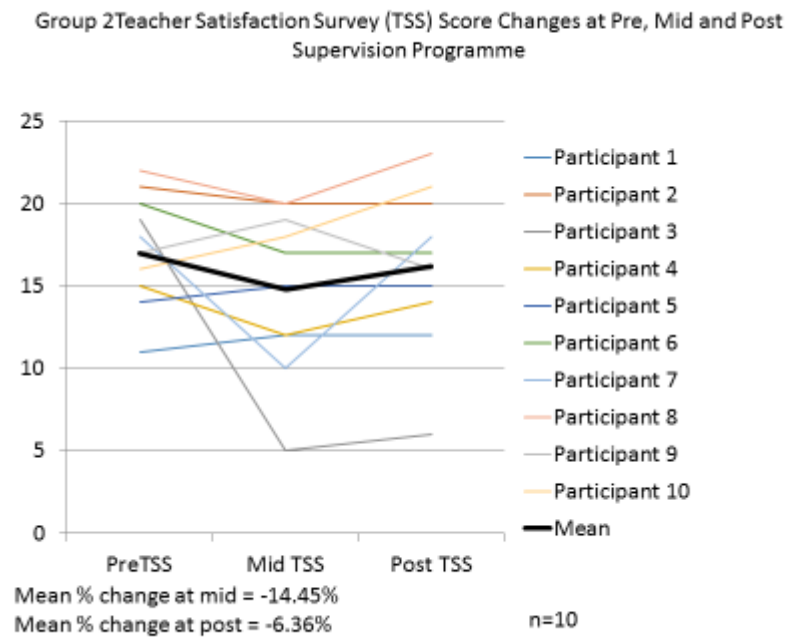
Figure 4.3: Observational findings Teacher Satisfaction Scale Group 1



4.2.2 Observational findings Teacher Satisfaction Scale Group 1

From an observational standpoint, the results indicate an overall +7% change over the course of the academic year. Their overall satisfaction increased by the midpoint by 6%. Participants 9 and 10 missed the interim assessment of their teacher job satisfaction so they are not represented individually on the graph but they are included in the mean. Group 2 results show a slight decrease in job satisfaction between the midpoint and endpoint scores.

Figure 4.4: Observational findings Teacher Satisfaction Scale Group 2



4.2.3 Observational findings Teacher Satisfaction Scale Group 2

Group 2 results indicate a mean change of -6.3% by the end of the academic year. There was a mean change of -14.45% in their reported satisfaction at the midpoint.

4.3.0 Teachers' Sense of Efficacy Scale

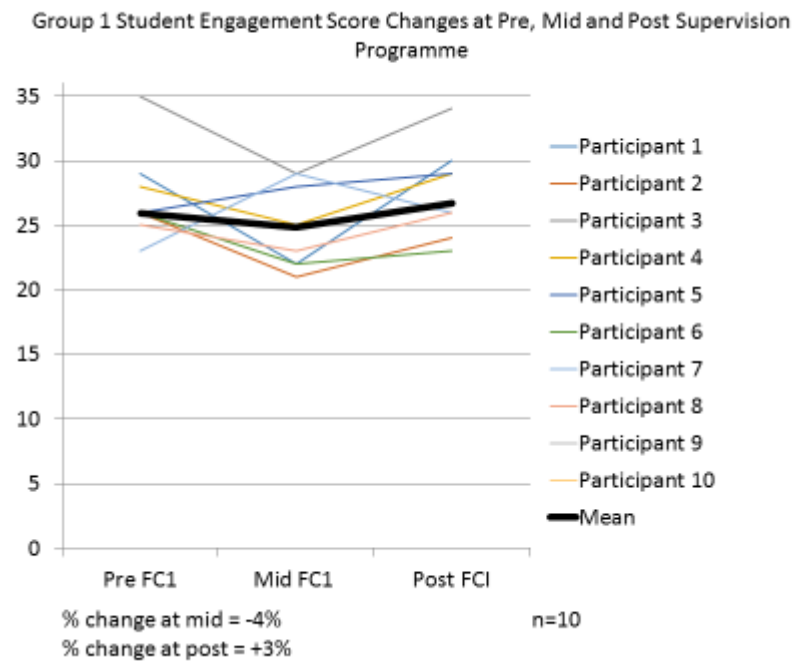
Teachers' Sense of Efficacy Scale was measured with the short form of the Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran and Hoy, 2001). It is originally based on the Teacher Efficacy Scale developed by Gibson and Dembo (1984). Research has shown that teacher efficacy has positive effects on: teacher effort and

persistence in the face of difficulties (Soodak and Podell, 1993; Gibson and Dembo, 1984), the implementing of new instructional practices (Evers, Brouwers and Tomic, 2002), and pupils' academic achievement and success (Ross, 1992; Caprara et al., 2006). It is hoped that this will have a positive influence on their coping styles. The scale is divided into three factors categorised as student engagement score, classroom management score and instructional strategies score.

4.3.1 Teachers' sense of efficacy scale findings

An ANOVA test was run which reported no significant change within the groups between the times of pre, mid and post. Scheffe's post hoc test (data was found to have equal variance as per Leven's test) was conducted to investigate whether there were any significant differences between the three aforementioned factors. Results indicate that they are positively correlated but do not hold statistical significance. However, although not statistically relevant, Sheffe's test did reveal that the mid results were lower than the pre, and post scores. Ratings were higher for the teachers' sense of efficacy at the post time point. Although not statistically relevant, it is interesting to note there are slight differences between the two groups in relation to the three factors. The graphs below indicate how Group 1 scores positively increase at the different time points compared to Group 2 whose scores demonstrate a slight decrease in student engagement and instructional strategies between the midpoint score and the end score. Both of these factors reveal a slight increase at the midpoint and then a decrease at the final time point.

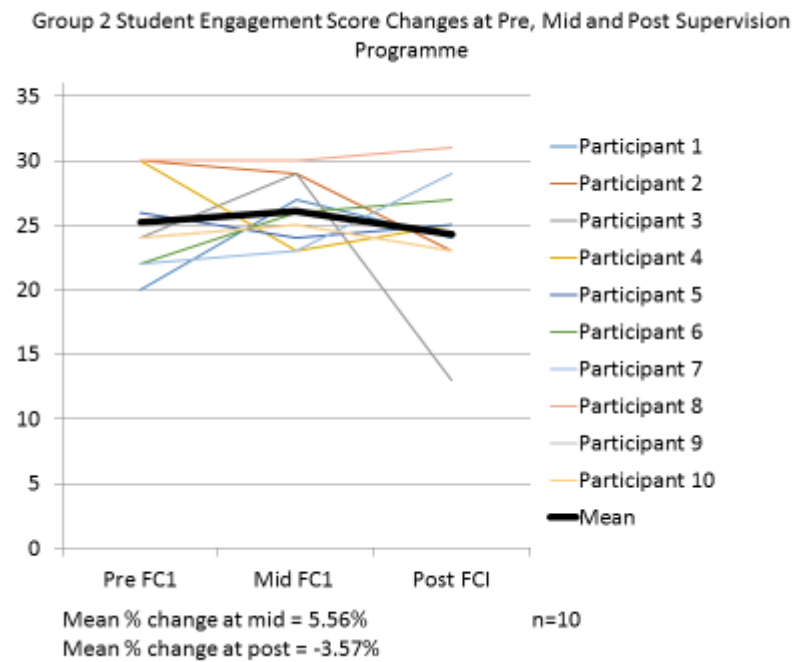
Figure 4.5: Observational findings Group 1 - Factor 1 Student Engagement



4.3.2 Observational findings Group 1 - Factor 1 Student Engagement

In Group 1 there is a -4% mean change at the midpoint. There is +3 mean change at the end of the year

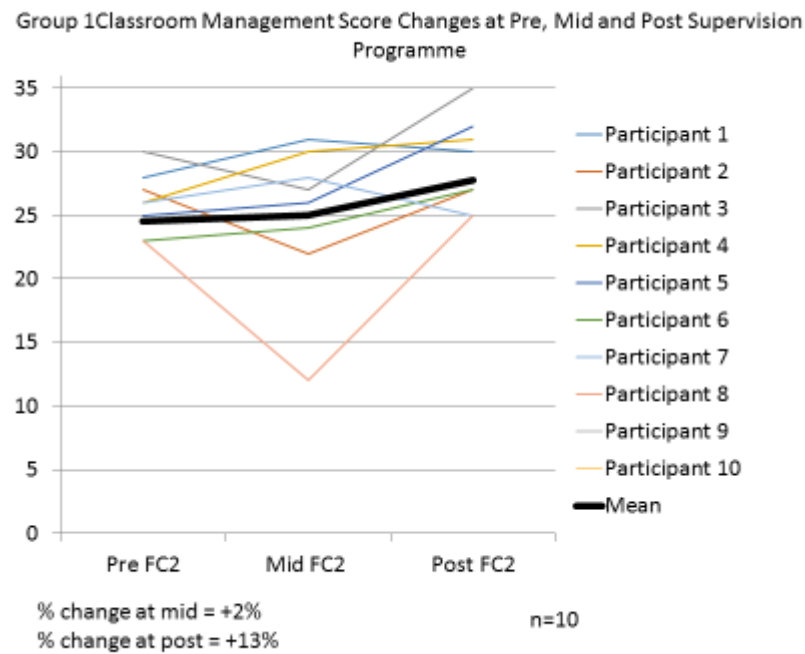
Figure 4.6: Observational findings Group 2 - Factor 1 Student Engagement



4.3.3 Observational findings Group 2 - Factor 1 Student Engagement

In Group 2 there is a slight mean change of 5.56% at the midpoint with an overall mean change of -3.57% at the end of the year.

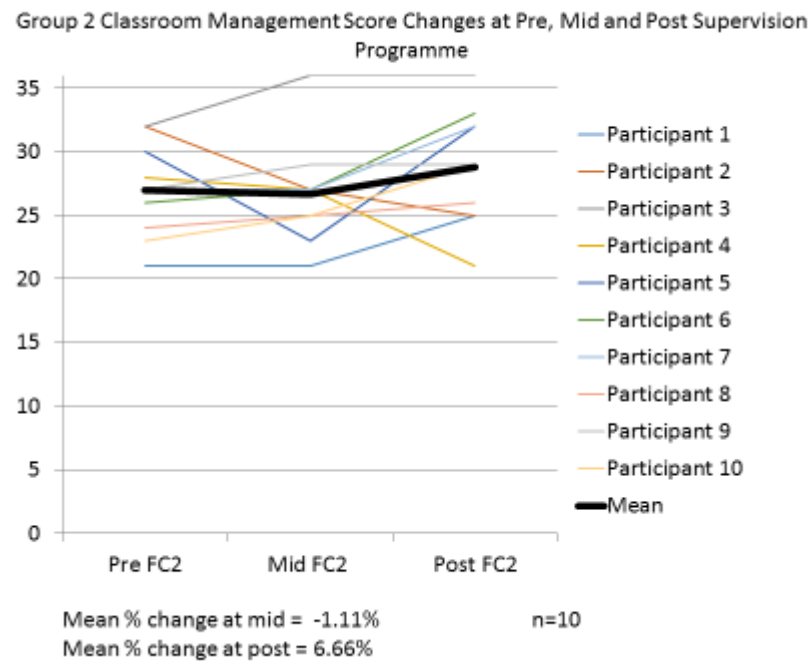
Figure 4.7: Observational findings Group 1- Factor 2 Classroom Management



4.3.4 Observational findings Group 1 - Factor 2 Classroom Management

In Group 1 there is a slight mean change of +2% at the midpoint with an overall mean change of + 13% at the end of the year.

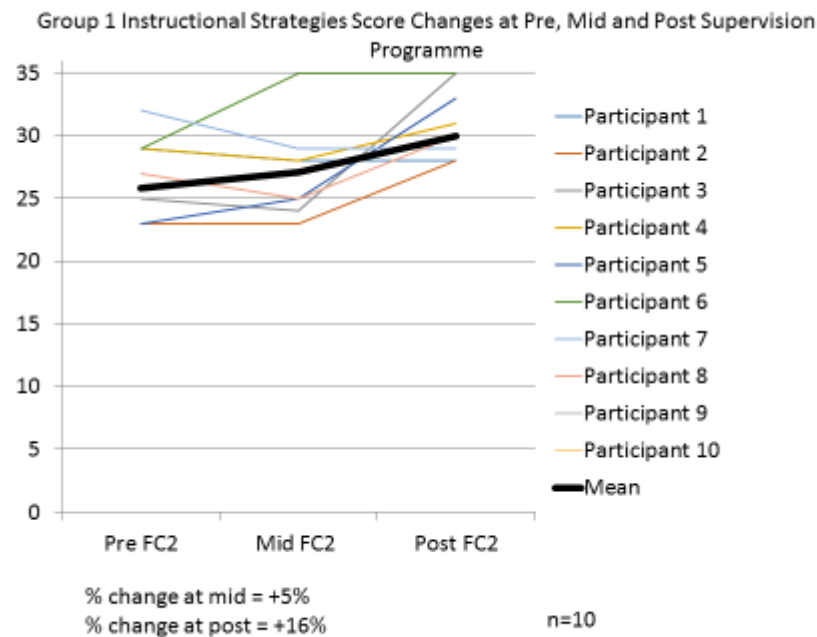
Figure 4.8: Observational findings Group 2- Factor 2 Classroom Management



4.3.5 Observational findings Group 2 - Factor 2 Classroom Management

In Group 2 there is a slight decrease of -1.11% at the midpoint with an overall mean change of + 6.66% at the end of the year.

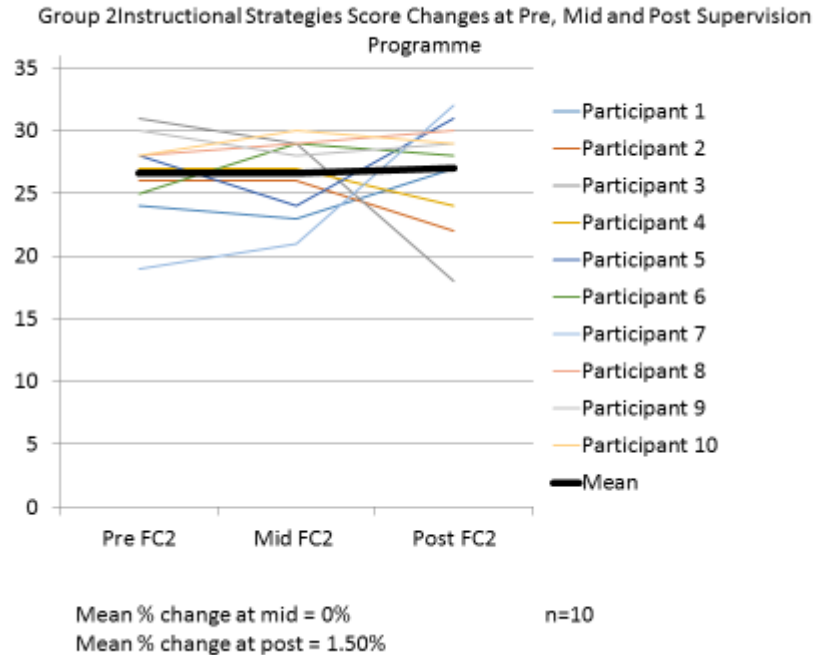
Figure 4.9: Observational findings Group 1- Factor 3 Instructional Strategies



4.3.6 Observational findings Group 1 - Factor 3 Instructional Strategies

In Group 1 there is a slight mean change of +5% at the midpoint with an overall mean change of + 16% at the end of the year.

Figure 4.10: Observational findings Group 2- Factor 3 Instructional Strategies



4.3.7 Observational findings Group 2 - Factor 3 Instructional Strategies

In Group 2 there is no change at the midpoint with an overall mean change of + 1.50% at the end of the year.

4.4.0 Correlative tests Brief COPE and Teacher Sense of Efficacy Scale

A t-test (See Correlation table below) was conducted to ascertain if there were any significant outcomes between factors 7 and 8 of the Brief COPE (Seeking instrumental support and seeking emotional support) and the Teachers' Sense of Efficacy results. This correlation was selected in order to aid the process of triangulation to determine if there were any direct links between the teachers' sense of

efficacy and the instrumental and emotional support provided by the Dramatherapy intervention. The means of itemised coping factors and efficacy demonstrate no statistically significant results. A correlation was likewise not significant, but showed a modest positive correlation between the two tests. This infers that some coping strategies: seeking both instrumental and emotional support, may lead to an overall stronger sense of efficacy. Perhaps with a larger sample there would be more statistical significance. Results also report that trends are similar at the pre, mid and post time points. All, are positively correlated increasing across the board.

Table 4.3: Correlating outcomes factors 7 & 8 Brief COPE & Teachers Sense of Efficacy

Correlations			
		copeefff	Eff
copeefff	Pearson Correlation	1	.016
	Sig. (2-tailed)		.872
	N	116	110
Eff	Pearson Correlation	.016	1
	Sig. (2-tailed)	.872	
	N	110	174

4.4.1 Correlating outcomes factors 7 & 8 Brief COPE & Teachers Sense of Efficacy

Results also report that trends are similar at the pre, mid and post time points. All are positively correlated increasing across the board ($r(280) = .47, p < 0.01$).

4.5 Conclusion

The quantitative results calculated using SPSS conclude that there are no statistically significant outcomes from the Brief COPE, Teacher Sense of Efficacy Scale and the Teacher Satisfaction Scale. This is partly due to the low sample number. However, there were relevant results from the post hoc test that reported salient differences in the relationships between the coping strategies, which offered further explanations of the NQTs' multifaceted complex social world (§3.1). Further analysis in Chapter 7 will attempt to elucidate some of these variances by triangulating it with the qualitative data. From an observational standpoint, it is worth noting that in the Brief COPE, Direct Action Coping methods are reported as the most preferred method compared to palliative and ineffective coping methods. Both *seeking instrumental support* and *emotional support* positively correlate with trends revealed in the Teacher Sense of Efficacy Scale. Both Teacher Sense of Efficacy Scale and Teacher Satisfaction Scale demonstrate a positive increase at the end time points for Group 1. In contrast, there is a slight decrease at the end point in both measures for Group 2. Chapter 5 and 6 will provide a detailed account of the qualitative IPA findings and the case study and autoethnographic data in order to elucidate potential events and situations that may have impacted the quantitative outcome findings at the varying collection time points. This will address individual and contextual variables that may have impacted the teachers' sense of efficacy, coping skills and overall job satisfaction.

Chapter 5: Data Analysis –Part 2

5.0 Introduction

This chapter provides an overview of the qualitative data findings obtained from the research to determine if strategies from Dramatherapy supervision can augment the NQTs' experience of self-efficacy and coping methods in their new role (§1.1). This chapter will provide an account of the findings from the semi-structured questionnaires administered at the start of the research process, and an analysis of the Interpretative Phenomenological Analysis (IPA) findings amassed from the post-intervention interviews. These IPA findings will be triangulated with the other qualitative findings, namely case studies alongside my autoethnographic findings in Chapter 6. It will discuss each individual group's data set (ten in each) initially, and then comparisons will be drawn between each cohort, to determine the benefits of the intervention. Contrasts and comparisons will be made with the teachers' initial expectations outlined in the semi-structured questionnaires.

5.1.0 Methods of Analysis

The process included a close reading of the transcripts, (beginning with one detailed examination of one case until a level of closure has been attained (J.A. Smith, 2004). This method was subsequently applied to all ten transcriptions in each cohort (§3.4.3).

The semi-structured interviews were utilised to unpack the teachers' experience of their induction year and to ascertain to what degree the sessions impacted on the teachers' experience of efficacy and coping methods in their new role.

5.1.1 Group 1 pre-intervention semi-structured questionnaire data findings

Semi-structured questionnaires investigated the NQTs' expectations at the start of the year. It included their thoughts and predictions, both positive and negative, regarding their expectations, potential challenges and the ways in which they might cope with these envisaged difficulties. This method was chosen so that comparisons could be made between their lived experiences of the entire year, and their initial expectations and perceived challenges, in order to ascertain any changes in their sense of efficacy and coping skills (§3.4.4).

5.2.0 Group 1

5.2.1 Demographic outline of Group 1 participants

The group consisted of ten participants from a broad range of subject areas. Each group was provided with a demographics questionnaire that sought to obtain data about the NQT's ethnic background, faith, gender, age, subject specialism, training route and experience in other professions (Table 3.1) (Appendix 12). Participants were offered multiple choice options in the questionnaire. The group profile also includes the number of supervision sessions attended and NQTs' future career in the

school. These sections are included in the table to illuminate variables that impacted on attendance at the sessions, and to investigate if the NQTs' sense of efficacy and coping skills influenced their longevity in the school. For the purpose of clarity, each participant is allocated an individual identity number that begins with their group number, which is followed by their individual identity number; i.e. G1-01 = G1 (group 1) 1 (participant 1).

5.2.2 Attendance of Group 1 participants

Attendance became an important variable to include in the analyses process, as external school events, as well as inter-group dynamics, impacted on the participants' attendance and subsequently their experience of the sessions. It also contributes to the exploration of some of the themes that emerged during the semi-structured interviews. The following time codes apply to the academic terms and the Ofsted inspection. This was conducted in order to determine if, and how, times of the year, may have influenced the NQTs' attendance and subsequently their experience of the sessions.

Table 5.1: Group 1 supervision attendance

Sessions 1-3 = Before the Christmas holidays

Sessions 4 & 5 = After Christmas

Sessions 6-9 = After the Ofsted visit

Sessions 10 & 11 = After the Easter holidays

Sessions 12-15 = After the half term summer break

Sessions	P01	P02	P03	P04	P05	P06d	P07	P08	P09	P10	Total per session
1	x	x			x	x		x	x	x	7/10
2	x	x	x	x	x	x	x	x	x	x	10/10
3						x		x	x		3/10
4				x	x	x	x	x		x	6/10
5	x	x	x	x	x		x	x			7/10
6					x	x	x	x	x		5/10
7	x			x		x	x	x			5/10
8	x	x	x	x	x	x	x	x			8/10
9	x	x	x			x	x				5/10
10	x						x	x			3/10
11				x		x	x	x			4/10
12	x							x			2/10
13	x			x			x				3/10
14						x	x	x			3/10
15		x				x	x	x			4/10
Total of sessions	9	6	4	7	6	11	12	13	4	3	

5.2.3 Group 1 semi-structured questionnaire data findings

The NQTs from Group 1 cited developing their skills and confidence as a teacher as the most positive expectation they had for the year. The second most cited positive expectation was their students attaining good grades. This was followed by developing good relationships with students and staff. They felt managing classroom behaviour would be the most challenging aspect of the year, followed by a heavy workload. They stated concerns around maintaining a work-life balance. They reported that self-reliance and resilience would be a coping strategy that would help them through the struggles. They predicted that the year would be a learning curve and consequently, character strengthening, which would provide them with a solid foundation for the future. They cited seeking help from others, referring to school policies and procedures for guidance, as methods of coping.

Interestingly, there is a correlation between those that cited ‘developing good relationships’ with both students and staff, as a positive expectation, and ‘seeking help from others’ as a coping method to overcome challenges. Five of the teachers who reported both ‘self-development as a teacher’ and ‘developing good relationship’s as positive expectations, cited ‘self-reliance’ and ‘support from others’ as coping strategies. Those who predicted only ‘student achievement’ as a positive experience, only cited ‘self-reliance’ as a coping strategy to manage ordeals. Incidentally, one of those NQTs left the school after the induction period and another left a year later. These findings align with the literature that reports how individual factors can dictate how NQTs choose to manage and cope with contextual factors (§2.1.2).

Table 5.2: Group 1 semi-structured questionnaire data findings

Most cited	Positive expectations	NQT	Potential challenges	NQT	Potential coping methods	NQT
1.	Develop craft/skills/confidence (5)	G1-01 G1-03 G1-04 G1-07 G1-08	Pupil behaviour (8)	G1-02 G1-03 G1-04 G1-05 G1-06 G1-07 G1-08 G1-09	Resilience and self-help (7)	G1-01 G1-03 G1-04 G1-06 G1-07 G1-08 G1-09
2.	Attain good student results (4)	G1-01 G1-02 G1-09 G1-05	Workload (3)	G1-01 G1-03 G1-07	Support from others (5)	G1-05 G1-06 G1-07 G1-08 G1-09
3.	Develop good relationships with students and staff (4)	G1-03 G1-05 G1-08 G1-09	Student achievement (1)	G1-05	Follow School policies (2)	G1-02 G1-05
4.			Ability to teach new levels and courses (1)	G1-08		

5.3.0 Interpretative phenomenological data findings Group 1: presentation of findings

The outcome of the interviews and analyses resulted in over thirty sub-themes grouped into six clusters. Each cluster/main theme is comprised of subthemes that pertain to one general statement to represent the overall primary cluster. The general clusters/themes are presented in the table (Table 5.3) below.

Table 5.3: Group 1 clusters/main themes

Theme 1	Resilience: ‘The NQTs felt they acquired resilience during their induction year and for some, previous experience had a significant influence on their overall experience.’
Theme 2	Workload: ‘A heavy workload and pressures from the external political context impacted on the NQTs’ work-life balance, physical and emotional well-being and their decisions to apply for internal promotions.’
Theme 3	School Support: ‘Departmental and mentor support was crucial, notably, when meetings were regular, solutions and an open-door policy were provided and when colleagues were empathic.’
Theme 4	NQT Vulnerability: ‘NQTs identified showing and managing difficult emotions and vulnerability in teaching and learning as overwhelming at times and potentially damaging to their career progression.’
Key Findings	Benefits of Dramatherapy Supervision: ‘NQTs experienced the Dramatherapy supervision as a relaxing reflective space to share similar experiences, which helped augment their understanding of the reasons behind their own and their students’ behaviour.’
Key Findings	Challenges of Dramatherapy Supervision: ‘NQTs identified several challenges regarding supervision which included its place on the timetable, external and internal group dynamics that impacted on attendance and its process-oriented approach.’

The findings from the interview transcripts²³ are presented in tables. The numbers adjacent to the subthemes represent the page numbers in the NQTs' transcripts that pertain to the specific subtheme. Each subtheme is discussed separately and supported with quotes (in italics) from the relevant NQT's transcript. There is a space between quotes to signify a different NQT's citation. Each citation is identified with the participant's identity number followed by the page number of the transcript where the quote is located (Biggerstaff and Thompson, 2008). G1 relates to teachers from group 1. The number following the group reference relates to the individual teachers, e.g. G108:1 – group 1, participant no. 8, page 1 from interview transcription. G2 relates to group 2. The key findings that pertain to the research questions are presented in this table form and discussed below. Additional findings are presented here and discussed later in the appendices (Appendix 13) as they highlight how individual and contextual factors influence the NQTs' experience. Their inclusion is significant as they were the topic of exploration in the sessions which impacted the NQTs' sense of efficacy and job satisfaction. The sessions operated as the interface between the two.

5.3.1 Theme 1: resilience

'The NQTs felt they acquired resilience during their induction year and for some, previous experience had a significant influence on their overall experience.'

²³ The interview transcripts are located in in the Appendix Folder marked Folder 2

Table 5.4: Group 1 Theme 1: Resilience

Participant identity numbers	01	02	03	04	05	06	07	08	09	10
<i>Themes and relevant page numbers in NQT transcriptions</i>										
1.Expected to receive more support than they did in NQT year	1				7	2			4	
2.Different to previous teaching practice in training				1	3, 5			5	1	8
3.Previous non-teaching professional experience helped		8,9	3,4							
4.NQTs felt they had acquired resilience and survived the experience	4	1				3		1	2	10,11

5.3.2 Group 1 Theme 2: Workload

‘A heavy workload and pressures from the external political context impacted on the NQTs’ work-life balance, physical and emotional well-being and their decisions to apply for internal promotions.’

Table 5.5: Group 1 Theme 2: Workload

Participants’ identity numbers	01	02	03	04	05	06	07	08	09	10
<i>Themes and page numbers in NQT transcripts</i>										
1.They expected to struggle with behaviour and workload	8	2	1	1	1, 2,6	1, 7	1	1	1	1

2.They felt they were being pushed to their physical and emotional limits			9		1, 4			1	2	1,9,2
3.They felt that pressure from external political context contributed to a heavy workload				10				5		9
4.They found large teaching groups of mixed and lower abilities stressful		2, 3		5,6		4	1, 2		2,3,4	3,4,5
5.They did not apply for internal promotion and internal jobs/ Took on additional internal roles	4,1			2, 1			4		5	
6.They required more specific support with additional roles in school, assessments, curriculum procedures and UK school systems	1,2,13		5,6	9	2,3		4		9,10,4	

5.3.3 Group 1 Theme 3: School Support

‘Departmental and mentor support was crucial, notably, when meetings were regular, solutions and an open-door policy were provided and when colleagues were empathic.’

Table 5.6: Group 1 Theme 3: School Support

Participants' identity numbers	01	02	03	04	05	06	07	08	09	10
<i>Page numbers from NQT transcripts</i>										
1.NQTs felt it was helpful having a supportive mentor, dept., and colleagues that provided emotional and instrumental support	11	3, 4	3, 5, 6	2		8	3, 4	1, 2	10	2, 3, 4, 5, 6, 10
2.They felt more support was required through practical feedback on lesson observations and observations of other teachers in and outside the school		4	6, 7, 12, 13		5		8			7
3.They felt that a lack of adequate mentoring, departmental support and conflicts of interest impacted negatively on their experience of the year	2, 3, 4, 11				2, 3, 7	1, 2			5, 4	

5.3.4 Group 1 Theme 4: NQT Vulnerability

‘NQTs identified showing and managing difficult emotions and vulnerability in teaching and learning as overwhelming at times and potentially damaging to their career progression.’

Table 5.7: Group 1 Theme 4: NQT Vulnerability

Participants' identity numbers	01	02	03	04	05	06	07	08	09	10
<i>Page numbers from NQT transcript</i>										
1.Students (ks3) emotions/behaviour had a significant impact on the NQTs' well-being	8			6, 7	2,6, 7	4, 7	2	1, 2	1,3, 4,1 1	1,2,4,5, 9
2.NQTs felt that students became attached once they trusted the teacher and cast the NQTs into a parent role		2				7			2, 3	
3.The NQTs had a fear of asking for help or showing emotions as it could have a negative effect on their career	2,8,9,10				3,6, 7	3,4, 6			7,9	
4.The NQTs felt it was important to be acknowledged for progress by authority figures	1	1, 4	13							1,4
5.The NQTs felt that their students' progress was a measure of their progress		1	2, 1	1, 5	2	1,3		1		1,4
6.The NQTs felt it was important	2,3		4	5						

to have independence within the school										
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5.3.5 Key Findings: Benefits of Dramatherapy Supervision

‘NQTs experienced the Dramatherapy supervision as a relaxing reflective space to share similar experiences which helped augment their understanding of the reasons behind their own and their students’ behaviour.’

Table 5.8: Theme 5: Benefits of Dramatherapy Supervision

Participants’ identity numbers	01	02	03	04	05	06	07	08	09	10
<i>Page numbers from NQT transcripts</i>										
1.Session activities altered the NQTs’ physical state in a positive way		4	8, 9, 11		4	8	6,7	3	5,6	
2.The use of metaphor provided the NQTs with insight and alternative perspectives on their own behaviour, their students behaviour and on the wider social context of the school	7,8	5	8, 9, 11	6, 8,9	5,6, 8,9, 10	4,7	7	4,5,7	6,8, 9	6,10,11
3.The NQTs felt that supervision facilitated a focused		5			8,9	3,4,6, 8	6	3,7, 4	5,6	

reflective, non-judgemental space where issues were discussed and explored in non-conventional ways that influenced their teaching methods										
4.The NQTs found support through the universality of experiences with other teachers.	7				4,5	1,3,4,5, ,8	6		6	
5.The NQTs gained insight into the impact of beginnings and endings on teenagers				6		7		7	2	
6.The NQTs gained insight into the neurobiology of the teenage brain		7					8	4		
7.The NQTs felt that the supervision sessions substituted for lack of mentoring support	5									

Benefits of Dramatherapy supervision

Five out of ten NQTs attended more than half of the sessions throughout the year.

Three out of ten attended ten sessions or more. Three out of ten attended less than four. Attendance was higher after the Christmas holidays until the Easter break.

Ofsted delivered an inspection just prior to the Easter holidays, after which, the numbers diminished, owing to exam preparations and a heavy workload. In the last session 4/10 attended. There was 100% attendance in session 2 only (Table 5.1).

Six out of ten felt physically calmer and more relaxed after the supervision sessions, despite feeling tired beforehand. Quite a few openly stated that they struggled to look forward to the sessions after a long day's workload, but reported to feel unexpectedly better by the close of the session. They stated that the supervision space enabled them to release pent up stress and de-brief the day. However, there are some discrepancies in what the teachers reported and the number of sessions they attended. G109 only attended 4/15 sessions yet spoke positively about having a space to decompress.

Exercises they particularly enjoyed included playing with the parachute and the juggling balls game. They enjoyed the calming effect of lifting the parachute in concert above their heads and allowing it to 'exhale' to the floor before raising it up again. This 'breathing together' provided them with a sense of unity and cohesion.

The juggling balls exercise entailed throwing several balls, that were gradually introduced one after the other, around the group in an order which was experienced as meditative, as it requires a lot of concentration. This indicates that the sessions and particularly the physical activities punctuated the day and offered a space to unravel the individual from the contextual factors of their experience. However, 3/10 did not

comment on the physical activities. Incidentally, these NQTs attended the least number of sessions, which may explicate their omission of these exercises.

'It also allowed us to blow off steam I suppose.' (G106:8)

'I did notice that for reasons I wasn't quite noticing I was coming out feeling better than I was when I was going in. The parachute was very calming. The game with the balls I suppose the idea of that requires concentration so it forces you to clear your mind of other things before going back to them afresh. A lot of the warm ups just provided book ends to the teaching bit of the day.' (G107:6)

'Some days it was like oh God I could be doing all this marking and then I would be like no go go go. We felt more relaxed when we were coming out. I think because it was just time to focus on what we were thinking and stuff like that. Things that we got to do which were practical like the parachute. I thought it was a hit. There was something beautifully soothing about it.' (G108:3)

'I thought it was really great to have a place to decompress and talk over what had been going on and like, in between the bits of group work we did, we would always have a bit of back and forth, that this happened and this happened. It was great to have a space to do that.' (G109:5)

Apart from feeling more relaxed all of the teachers felt they gained insight and alternative perspectives on their own behaviour, their students' and on the wider social context of the school. Although one NQT (G110) reported to have not gained anything from the sessions, she used a metaphor, she created in the second session, to describe how far she had come over the course of the year, during the interviews. She only attended three sessions. The new insights gained by the teachers included understanding the impact of their own behaviour on their students and subsequently understanding the reasons behind some of their students' attitudes and responses towards them. Also, they reported to have acquired more awareness and curiosity around the motives behind student behaviour. Some found alternative ways of

managing behaviour, even if it meant letting go of a custodial style of behaviour management to meet the student halfway and find a compromise within the boundaries of the classroom. This deepening of awareness extended to their understanding of interpersonal dynamics with other staff and the negative effect of their attitude towards their workload, on their own well-being. One NQT, G108 (who attended 13 sessions) reported attaining insight into the systemic parallels/contextual factors that exist in the school, the classroom and the wider social context, as a result of the material explored creatively in the sessions. Some of the teachers referred to pieces of artwork during the interviews, when reflecting on the experience, that had been created in the sessions.

'I remember I can't really remember the exact name we had to sit on a desk in the way the kids were. We had books on the table. Most of the time I found that I was insisting that this is where I want you to sit, but then I reflected on it, I said to a student 'where do you think you can sit in order to get the best out of your learning?' (G102:5)

'There was one session, the juggling balls was a good metaphor for what we do. Having to do so many things and like get things done to a good standard. Then dropping one of the balls, what was the effect? Does the world stop because I have dropped a ball? Well start again. I thought that was good and it did make a difference because it made me realise that you just continue.' (G103:8)

'Think what was useful and what was particularly highlighted to me was the parallels between the structures in the school or what is happening with the teachers or with us the NQTs. (G108:4)

'I really liked that choosing those figures and dolls to represent the kids it was kind of a wake-up call because you go for them instinctively, and then you sit back and think about it like, why am I representing myself as a bull? What does that mean? I consciously thought about who I wanted to be, what's my role? and trying to get back to the teacher I was last year.' (G109:8)

'Again, it's nice to see how far I've come. I won't say I'm drowning in the ocean anymore. I'm not back in the swimming pool either it's going somewhere, a river but a tumultuous river (laughs).' (G110:10)

Six out of ten NQTs felt that the supervision sessions facilitated a focused reflective, non-judgemental space, where issues were discussed and explored in non-conventional ways, that influenced some of their teaching methods. This enabled them to reflect, in some depth, on difficulties they were experiencing in the classroom. The use of creative strategies to investigate their concerns was unique. For some, working through metaphor, permitted them to see the necessary solutions themselves. For another it acted, to some degree, as a substitute for a lack of mentoring. However, this teacher (G101) only attended seven out of the fifteen sessions and struggled with some of the group dynamics.

'I think... .. you would have people there that were quite judgemental of you but in the group, it's free, it's open, it's the kind of atmosphere, also it's relaxing to express it in different ways. I would never pick up chairs in the staffroom and go 'this is how I am feeling,' but in there you can say yeah this represents and it is that kind of structure where it's meant to look like that.' (G106:4)

'You don't realise what you are doing until you step back and think about it. Like drawing pictures, you tell us what to do and we go and do and we think it's fun giving out about that kid. You don't realise that you've probably one, solved a problem in class, and two you have shared your worries and you have spoken about a kid and discussed it with someone else, without realising it.' (G105:10)

'I've used it in a few classes. I've used it with my sixth form. It was used as a revisionary like thing. You know after they had done work they would take a theme or a poem or whatever it was and create a sculpt and then the students would come around and discuss what they saw. It was a very accessible way to get them to start discussing eh abstract concepts it produced some good discussions and that was quite good.' (G108:4)

'There was certainly an element of a way to overcome the lack of mentoring help.' (G101:5)

As the NQTs rarely saw each other except at compulsory induction training sessions and occasionally during the working week, half of the group reported valuing the time they could spend together, sharing common experiences of being an NQT. Five out of ten NQTs reported finding support through the universality of experiences that they shared with the other teachers. This made them feel less isolated, especially when encountering difficulties with classes or individual students.

'I enjoyed the start being able to listen and share problems and recognise similar experiences of other people.' (G101:7)

'What I found really helpful was seeing the others. I wouldn't see them usually during the week, the ones that teach the same classes that I do. So, I got to speak to them and they would be like 'oh yeah he's good in my class and he's terrible in my class. So why is he good in mine and bad in yours?' So then, kind of talking out ideas, because otherwise there was nowhere to meet them and talk about that and pick up little tips along the way.' (G105:5)

'Other people have got the same situation and you can turn around and say I'm not mad. I have a...because of that I suppose it just put things in perspective.' (G106:4,5)

The sessions helped the teachers to become more aware of the impact that holiday times have on pupil behaviour and provided them with more of an understanding behind their 'challenging behaviour.' This also related to outbursts of behaviour owing to unexpected changes in the students' timetable, as a result of staff absence. Consequently, some of the students felt abandoned when they had supply teachers and therefore, responded with hostility to their main teacher when they returned. The teachers revealed that they also felt a loss when students they had taught, in particular year 11s, left the school. Five out of ten teachers reported that they gained insight into

the impact of beginnings and endings on teenagers with some stating how this encouraged them to reconsider how they would end the academic year with certain classes.

'Actually, the session we had on endings and how to bridge, that has been resonating a lot. I need to set aside a lesson to do something for my students.' (G108:7)

'They do get quite attached. There is a really high turnover and they get attached.' (G109:2)

Three out of ten NQTs found the theoretical handouts on the learning relationship between teachers and students, and the neurobiology of the teenage brain, helpful in understanding more about their students' behaviour. However, only two NQTs were present at the session on neurobiology (Table 5.1). This may have been indicative of a more general need by the group regarding training. Another stated that they would have liked some more exploration of some of the theories. It gave another teacher insight into the varying motivation levels of particular year groups. This indicates a need for more of a psycho-educational focus within the sessions.

'Yeah it was looking into that and what happens - looking into what happens in their minds, that was interesting.' (G102:7)

'I found the session on what happens to the teenage brain particularly interesting, through adolescence because that correlated with what I am experiencing with yr. 7, where you can get a lot more out, much more out of them whereas when they get to yr. 8 they dip and then 9 and 10 can be similar. They get to yr.11 and they become quite lovely particularly around when they leave. At least it gives you that 'it's not really your fault as a teacher and not their fault as students it's just their brain. They can't really help it.' (G108:4)

5.3.6 Group 1 Challenges of Dramatherapy Supervision

‘NQTs identified several challenges regarding supervision which included its place on the timetable, external and internal group dynamics that impacted on attendance, its process oriented approach.’

Table 5.9: Group 1 Challenges of Dramatherapy Supervision

Participants' identity numbers	01	02	03	04	05	06	07	08	09	10
<i>Page numbers for NQT transcripts</i>										
1.NQTs felt that supervision should be part of directed time similar to mentoring as workload impacted on their attendance		5, 6	7,8,9		6, 11		8,7,9			5
2.NQTs felt supervision should be optional					10			6		5
3.NQTs felt more comfortable when there was a good group attendance at the sessions		6			6		7			
4.NQTs found that it was difficult when others didn't contribute to					5, 6			6		6

group discussions										
5.NQTs felt 1:1 sessions should be offered when external group dynamics within the school impacted on group members feeling comfortable to discuss an issue with the group and wanted more solutions.	5, 13, 7					5,6,7			5,6	6,7
6.NQTs expressed a fear of being judged in the supervision group by other group members	5,6,7			4	6,4		3			5,6
7.NQTs felt that avoiding emotions both inside and outside the supervision sessions is a useful coping mechanism as it can open up an unwanted can of worms				3,4,5,8	7,8,9					4,5,6,7

Challenges of Dramatherapy supervision

Workload was cited as being one of the main sources of stress for the NQTs. For that reason, 5/10 felt that supervision should be part of directed time, similar to mentoring, as they felt that their heavy workload impacted their attendance at the sessions. For

some, they felt the sessions clashed with their pupil detention times at the end of the day.

‘Not during school-time I would say, if possible. If you could split it into small groups.’ (G102:6)

‘One thing is that maybe the sessions can also feel that way, useful and positive, if it is built into your timetable, not an add on to your timetable.’ (G103:8)

‘I’d give them the option to stay or go....Maybe we don’t have to go to all the sessions. Go to 80% so you know you can miss three sessions, so you save them for the days you need to miss, so a little bit of give and take.’ (G105:11)

‘That hour, I know it’s only an hour, is an hour that I need so my departmental detentions were on a Tuesday and I needed to follow that up behaviour wise. to make sure I was there so they knew why I was there. So they were the reasons I didn’t go.’ (G110:5)

Three out of ten NQTs felt the supervision sessions should be optional. Even though taking part in the research was voluntary, they still felt pressurised by senior management to attend. One teacher highlighted that the ‘compulsory’ feel to attending the sessions may have been a reason as to why some teachers disengaged in the process. Conversely, during times where there was low attendance some felt there was more learning and productivity than when there was a higher attendance rate, while others felt the opposite and benefited from a larger group.

‘Yes, I think if it had been made optional, I think it was essentially but not from you but I think people felt at the beginning that they were expected to sign up. I think if you are going to do this and people are not going to open up you have to be receptive to work at it. It’s counter-productive to do it that way.’ (G108:6)

'You tend to learn when we form groups, you sort of share and that is important, but if it's small you are just going to learn from that particular group. It's always good to have a large group better than the small.' (G102:6)

'Challenges..... I would have liked it better if.... the problem was the group towards the end.... wasn't quite big enough, which is not to say that I wanted all of us there all the time. There were times when the group would have benefited from.... a large, wider range of perspectives.' (G107:7)

When there was a larger group present, two of the NQTs reported, that they struggled with some of the interpersonal dynamics. They found that it difficult when others didn't contribute to group discussions as result of either, not wanting to be there, or because they did not like the reflective style of the supervision because it did not have a directive solution-focused approach. Some felt judged and intimidated by others when they contributed to group activities. One teacher reflected how it was challenging enough to be an NQT without having to listen to other peoples' struggles as well.

'If they were there I tended to not sit near them. I'd sit beside someone who was more willing to participate.' (G105:6)

'I think for me it was most challenging.... was when there were people in the room that I interpreted as not wanting to be there, but maybe that's my interpretation rather than them.' (G108:6)

'It was quite uncomfortable because I was thinking about things I didn't want to think about and the other was its really really nice to spend time with other NQTs, but I don't want to take on their baggage as well. I'd have5% problem 95% solution. So here the issues we are having this week... and we will address them together so that would enable us to spend the full hour on working on the solution because I didn't want to talk about it then at all.' (G110:6)

The teachers identified that some of the difficult group dynamics that occurred inside the NQT supervision sessions, stemmed from the wider school community. Four out of ten reported that external group dynamics within the school impacted on group members feeling uncomfortable to discuss an issue with the group. Five out of ten believed this was due to the fear of being ‘judged’ as mentioned earlier. There was a widespread fear of looking stupid in front of peers. For some, talking about one’s feelings was unsafe as it could potentially tap into deeper historical issues. This was explicitly expressed by one, who felt that exploring the reasons behind the students’ behaviour, was more of a hindrance than a help. It made this teacher feel worse and dread teaching the class groups explored in the session. Conversely, another commented how he was not fazed by any of the discussions or the emotions of the students.

In one case, there was a conflict of interest for the NQT who had taken on the Head of Department role. This placed the NQT in an awkward position of line managing another NQT. This made this teacher feel uncomfortable as they had agreed to take on this new role and therefore, felt they did not have permission to complain about it or discuss it in the session. There was also the concern that a certain ‘reputation’ had to be maintained, which could have been compromised, if he had shared his struggles with the group, especially in front of the other NQT he line managed. Some stated that they felt guilty sharing their ‘issue’ in case it wasn’t as serious as another’s and that they would be taking up too much of the group’s time by bringing it to the

sessions. This NQT subsequently suggested one to one sessions as an alternative to the group structure.

'I think the other thing was having x there. Maybe I found it more difficult because I didn't want to share with someone I work closely with... my problems, especially when I am taking a more senior role. Didn't want to show a weakness.'
(G101:7)

'I would say both individual and group discussions because as I said there are things that you would feel bad discussing as it takes up other people's time.'
(G106:5,6)

'Yeah I think certain people's attitudes towards it when you are in the group then makes you feel more awkward.... I felt that they were looking at me as if I was a bit of an idiot, either from wanting to be there or from wanting to participate.'
(G105:5,6)

5.4.0 Group 2

5.4.1 Demographic outline of Group 1 participants

Prior to commencing the research with the second cohort, I visited the NQTs to explain the research project and to seek recruitment. The senior teacher in charge of the NQT programme advised that it would be best to make the supervision sessions compulsory this year (§3.7). One of the reasons being, the reduction in the number of supervision sessions allocated within the induction training. Only seven sessions (the first session was explaining the project) were assigned for supervision with the second cohort. The sessions were spread out across the academic year: October, December, January, March, June and July. The decision to reduce the number of sessions was to accommodate training on data entry systems and other curriculum based requirements. All participants were informed of their right to withdraw from being

included in the final write up. One attended all the sessions but withdrew from the research during the post intervention interview. The group consisted of ten participants from a broad range of subject areas. Each group was provided with a demographics questionnaire that sought to obtain data about the NQT's ethnic background, faith, gender, age, subject specialism, training route and other professions (Table 3.2) (Appendix 12). Participants were offered multiple choice options in the questionnaire.

Table 5.10: Group 2 supervision attendance

sessions	P01	P02	P3	P04	P05	P06	P07	P08	P09	P10	Total
1	x	x	x	x	x	x	x	x	x	x	10
2	x	x	x	x	x	x	x	x	x	x	10
3	x	x	x	x	x		x	x	x		8
4		x	x			x				x	4
5		x			x			x	x		4
6	x	x	x			x	x		x	x	7
Total	4	6	5	3	4	4	4	4	5	4	

5.4.2 Attendance of Group 2 participants

There was 100% attendance at the initial two sessions and then numbers reduced slightly from session 4 in January 2014. In March and June only 4/10 attended. Seven out of ten were present at the last session. There was a significant gap between sessions 4 in March and session 5 in June. The sessions were timetabled this way to accommodate other induction training sessions.

Table 5.11: Group 2 semi-structured questionnaire data findings

Most cited	Positive Expectations	NQT	Potential challenges	NQT	Coping methods	NQT
1.	Develop and succeed craft/skills/confidence (7)	G2-02 G2-03 G2-04 G2-05 G2-06 G2-07 G2-08	Workload (4)	G2-03 G2-06 G2-07 G2-08	Resilience and self-help (5)	G2-01 G2-03 G2-05 G2-06 G2-07
2.	Attain good student results (3)	G2-01 G2-02 G2-08	Pupil behaviour (3)	G2-02 G2-05 G2-06	Support from others (3)	G2-04 G2-06 G2-08
3.	Develop good relationships with students and staff (3)	G2-06 G2-07 G2-08	Student achievement (2)	G2-01 G2-2	Follow School/exam policies (1)	G2-02
4.			Ability to teach new levels and courses (1)	G2-04		

5.4.3 Group 2 semi-structured questionnaire data findings

Participants G2-09 and G2-10 did not complete the questionnaire. Findings resulted in a similar trend to Group 1: the most commonly cited positive expectation was developing as a teacher and completing the NQT year. This was followed by obtaining successful student results and developing good relationships with staff and students. Challenges reported, included, workload and student behaviour, followed by student failure and difficulty adapting to the teaching role. The most frequently cited coping method was self-reliance, followed by support from others and referring to school policies for guidance. Similarly, there were correlations between ‘self-development as a teacher’ as a positive expectation and ‘independent coping strategies’ as a method of dealing with challenges. There was also a relationship between the expectation of ‘forming positive relationships’ and ‘seeking support from others’ as a coping strategy. However, there was more of an emphasis on self-development and student achievement in Group 2 compared to Group 1. In Group 1 developing good relationships with staff and students was more prolifically cited than in Group 2.

5.5.0 Interpretative phenomenological data findings Group 2

The outcome of the interviews and analyses resulted in over thirty themes grouped into five clusters/main themes.

Table 5.12: Group 2 clusters/main themes

Theme 1	Cognitive Dissonance: ‘NQTs experienced a heavy workload, a lack of organisation, pressure from the school and wider political context to attain high student grades, which conflicted with their beliefs and subject areas.’
Theme 2	Support systems: ‘NQTs felt that practical and emotional support and consistency from their mentor, department and externally was integral to having a positive experience and in dealing with the pressures of the NQT year.’
Theme 3	Relationships: ‘NQTs felt that it was difficult to build trusting relationships with both students and staff in the school.’
Key Findings	Benefits of Dramatherapy Supervision: ‘Supervision sessions gave the NQTs a safe and reflective space to share experiences that did not take place elsewhere and an opportunity to work collaboratively, in order to gain insight into the students’ behaviour and their own process of becoming a teacher.’
Key Findings	Challenges of Dramatherapy Supervision: ‘NQTs found it challenging to talk openly in the sessions due to a fear of being judged, a breach in confidentiality, difficult group dynamics, irregularity of sessions, external roles and responsibilities within the school.’

5.5.1 Presentation of findings

The findings are presented in tables. The dominant themes are divided into five clusters as discussed in (§5.3.0). An explanation of 5.5.2 is included here as it explicates the tables in the rest of section. A further discussion on these themes is located in the appendices (Appendix 14). One participant, G203, withdrew from the research during the interview she was concerned that her interview would be shared with senior management. However, this teacher still requested do the interview without it being recorded.

5.5.2 Theme 1: Cognitive Dissonance

‘NQTs experienced a heavy workload, a lack of organisation, pressure from the school and wider political context to attain high student grades which conflicted with their beliefs and subject areas.’

Table 5.13: Theme 1: Cognitive Dissonance

Participants’ identity numbers	01	02	03	04	05	06	07	08	09	10
<i>Page numbers for relevant NQT transcripts</i>										
1.NQTs had to put in a lot of extra hours and effort to help their students achieve which was physically tiring	1,2	5		3	1, 2, 4					1, 2
2.NQTs experienced anxiety around the pressure from Ofsted and the school to attain high grades in order to maintain job security	1,2, 3, 4				1, 2	3	2	2	1	2
3.NQTs felt that a lot of their induction training was repetitive and did not address relevant learning	5	1, 3			3,	3	3, 7			9

needs which only exacerbated their heavy workload										
4.NQTs found it a challenge to teach outside their subject specialism		1				2	1		2	
5.NQTs experienced a lack of organisation and communication difficulties within the school that impacted negatively on their induction year	5				3		1			1, 2

The NQTs in Group 2 focussed more on the struggles they endured, than on their achievements, during the induction year. Contextual factors, namely, a demanding workload was cited as the predominant challenge. Five out of ten NQTs felt physically tired due to the extra hours and effort put in to help their students achieve, which they felt under pressure to do. For some, this heavy workload was a consequence of interpersonal staff issues between heads of department and NQTs, for others, it was due to unfinished work carried out by teachers who had left the previous year. All of which contributed to a heavy workload. Another contributing factor cited was the additional teaching hours scheduled on Saturdays for exam classes. NQTs felt a palpable burden not to let their students and inadvertently themselves, fail.

'At the start of the year I had a shared teaching of yr. 13, I had yr. 11s and some KS3, but then within about three weeks of term, essentially the person I was sharing my teaching with lost her job ... she was asked to step down and I was presented with a choice which turned out not to be a choice.' (G201:1)

'You see that's what made me feel more isolated because of the GCSEs something that happened in my subject area. I wasn't able to go those training sessions on Thursday. There was a few I went to. I missed out also on some things after school, so I left school, I didn't want to be here past 6 o'clock.' (G104:3)

'There is a huge workload like I never experienced before. So, from Sept to Christmas I worked Saturdays here as well. For an NQT, I found it quite difficult because you have a six-day week essentially. I didn't think it would be as demanding as it is.' (G205:2)

Five out of ten NQTs experienced anxiety owing to the pressure from Ofsted and the school to attain high grades, in both lesson observations and in student assessments, demonstrating the pressure of 'performativity.' This challenged some of the NQTs' values as they felt they were being asked to input student assessment data that did not accurately reflect the level of the students. For some this stress was exacerbated when resources and support were not accessible. For others, it heightened their responsibility to ensure their students succeeded. This was felt particularly strongly by one teacher who had been promoted to Head of Chemistry, a department that had been criticised in the previous Ofsted inspection. Some teachers felt their performance during observations in the classroom highly influenced their job security.

'I guess it's because it's what Ofsted wants, what the government wants. It's these sub levels of progress that you are not allowed to show, I also think that if I was allowed to put the actual grades my neck would be on the line.' (G210:2)

'Especially with the Ofsted focus at the moment, however, it is a criticism of the training if you have never been taught how to mark. So, you are never sure how

to do things. So possibly along with that, keeping records, moderations, - It's very much on you as an NQT. '(G206:3)

'It's because in the last Ofsted, (my subject) was really heavily criticised. The overall school got a good but (my subject) needed a lot of improvement. Lots of things have changed, we have lots of new people and they have made changes. '(G201:4)

Some of the NQTs requested more training in administrative areas: marking, moderating, data inputting procedures, both prior to and during induction, in order to prepare themselves better for the reality of teaching. Some felt there was too much repetition on topics they had covered in their teacher training year. Five out of ten NQTs felt that a lot of their induction training was repetitive and did not address relevant learning needs. It merely contributed additional work to a heavy workload. Three out of ten teachers reported that there were organisational and communication issues that impeded their induction training and impacted negatively on their year.

'A little more organisation from the training side and understanding that we have all qualified now and that we have all done initial teacher training, so we all know some of the basics. We don't want to go into a session thinking we spent hours doing this last year, Can we move on? make it more practical?' (G210:9)

'Things like data entry dates and then other things happen that interrupt that, so you can't get it in at the right time, so you email for an extension and then sometimes you don't get a response and.... or these meetings where you get an email two hours before, but you have also a list of things that you need to do, sort of things like that. Like I said the support is there, but then sometimes people who give the support are just as confused as you are so you don't really get a definitive answer.' (G207:1)

Due to staffing issues in the school 3/10 of the NQTs had to teach outside their subject specialism which they found a challenge. Incidentally, 2/10 of the teachers who were allocated a different subject to teach, were not offered permanent jobs the following year in the school.

‘Also in terms of subject knowledge, (this subject). is not my field so what I have been doing is getting some help from my colleagues and also using a text book and doing some reading on the exam board website.’ (G202:1)

‘Yeah I got another job. I did apply for a job here but I didn’t get it. They said that they didn’t feel I had enough subject knowledge. I applied for the key skills because I.T. is taking over from computing. I have the skills to teach ks3 but not ks4, so they gave the other guy the job.’ (G209:2)

5.5.3 Group 2 Theme 2: Support Systems

‘NQTs felt that practical and emotional support and consistency from their mentor, department and externally was integral to having a positive experience and in dealing with the pressures of the NQT year.’

Table 5.14: Group 2 Theme 2: Support Systems

Participants’ identity numbers	01	02	03	04	05	06	07	08	09	10
<i>Page numbers for NQT transcripts</i>										
1.NQTs felt that a non-judgemental and emotionally supportive mentor with regular meetings was integral to their sense of efficacy		2, 3		5	3,4	2,3	2	3	3	3,4
2.NQTs found that a lack of professionalism and	2			1,2,3,5			2			

organisation from their mentor impacted negatively on their induction year										
3.NQTs felt it would be more beneficial to have a mentor assigned from another department and for the system to be externally regulated so that boundaries remained clear				5		2	2			
5.NQTs cited the importance of support from other colleagues, friends and family as very important for self-esteem and self-efficacy	2	2		1,2	2	3	3,	4 2	3	7,9

5.5.4 Group 2 Theme 3: Relationships

‘NQTs felt that it was difficult to build trusting relationships with both students and staff in the school.’

Table 5.15: Group 2 Theme 3: Relationships

Participants' identity numbers	01	02	03	04	05	06	07	08	09	10
<i>Page numbers for NQT transcripts</i>										
1. NQTs found it a challenge to build trusting relationships with the students	5			1	1	1		4		1, 4

2.NQTs felt that staff turnover in the school impacts on the teacher-student relationship					1				1,2	
3. NQTs felt that discussing difficulties or questioning decisions would be perceived as weak and impact negatively on their career in the school	2,4,5			3	5	4,	4	2	3,	3, 7
4.NQTs found that conflicting staff roles within the school made it difficult to ask for help				1	2,3		3,	2		
5.NQTs found other staff helpful in dealing with behaviour management		123			3					

5.5.5 Key Findings: Benefits of Dramatherapy Supervision

Group 2 Theme 4: Benefits of Dramatherapy Supervision

‘Supervision sessions gave the NQTs a safe and reflective space to share experiences that did not take place elsewhere and an opportunity to work collaboratively in order to gain insight into the students’ behaviour and their own process of becoming a teacher.’

Table 5.16: Group 2 Theme 4: Benefits of Dramatherapy Supervision

Participants’ identity numbers	01	02	03	04	05	06	07	08	09	10
<i>Page numbers for NQT transcripts</i>										

1.NQTs felt that supervision offered a safe space		4						4		6
2.NQTs were relieved to have a space share/discover similar experiences with their peers		4, 3		4	5,8	4	4	4		6, 7
3.NQTs felt that the supervision session, as a break from the workload, enabled them to mark students work more objectively and should be offered to all staff					9					6
4. NQTs felt the supervision session creative activities enabled them to offload, reflect and gain more insight into student behaviour		3, 4		4			4,5 6	4, 5	5,6,7, 8	6

Group 2 benefits of Dramatherapy supervision

Three out of ten NQTs felt that supervision offered at times a safe space to speak in front of others and to share opinions and views. One teacher remarked how supervision should be available to all staff and not just NQTs, as she had observed a lot of stressed out teachers that could have also benefited from having a space to share and discuss their difficulties. One teacher commented how the sessions provided her with a necessary break from marking, which helped her mark more objectively when she returned. This was in stark comparison to the other seven NQTs who did not cite it as ‘safe space.’

'It made me stop and think about stuff for a minute, because otherwise, I would have gone back to finishing the marking I hadn't completed and putting the data in. I was just really tired when I went back I felt better and the grades I inputted were more neutral, in terms of that, I don't think it was bad thing.' (G210:6)

'I'm not one that likes to speak in public but towards the end it made me come out of my shell and be more open which is good.' (G02:4)

'I found it like a safe place to put your ideas around and to have a discussion about what is working and what's not working.' (G208:4)

'I think it (supervision) is beneficial and I don't think it necessarily should be especially for NQTs there are plenty of teachers feel burned out as far as I can see. To help them get it off their chest would be good.' (G205:9)

Interestingly, 7/10 of the NQTs were relieved to have a space to share/discover similar experiences with other colleagues. They stated that they didn't often have time to meet up together as a cohort and reflect. They found it helpful to know they weren't the only ones struggling with particular classes and students. They found exploring challenging pupils and classes through drawing exercises and image cards useful. It was also useful to be able to share ideas and strategies with each other as a result of these exercises. This also indicates the sense of safety they felt with their peers as opposed to the 'supervision sessions' in general.

'We don't as NQTs actually spend that much time together and 'X' and I have been in the same department and that has been a great support, to have somebody else going through the same thing, but quite often because of the way the school is organised, I don't see very many of the others and definitely don't always know if they teach the same pupils. When they came up you just get a different understanding and you can learn something about what they do which is helpful.' (G210:6)

'I did get to build relationships with other NQTs and I did get to see what they have been through and learn about their experiences.' (G209:3)

'I do remember one session that was helpful with cards. People had spoken about how they were coping with things was helpful, they were talking about the marking and things piling up. I felt it was just me that wasn't coping and they were alright. I think that was quite helpful actually.' (G204:4)

Apart from feeling less isolated as a result of the sessions, 6/10 of the NQTs felt that the supervision creative activities enabled them to offload, reflect and gain more insight into student behaviour. One of the NQTs commented on the insight attained from the creation of a sculpt, using chairs tables and object in the room to represent 'Adolescence.' The NQTs explored the 'role' of being an adolescent and the challenges that arise regarding seeking freedom and a sense of belonging.

For another teacher, the use of image cards to represent their experience of teaching, provided her with a deeper insight which she found enlightening by recognising herself in the metaphor of the image card. This was despite only attending 3/6 of the sessions. This provided some teachers with a deeper understanding of how the students' emotional struggles can be played out in the classroom, through 'naughty' behaviour. One teacher noted how an exploration of the text *Teechers* by John Godber (1989) gave him insight into the socio-economic status of a lot of the students at the school. This helped him understand the importance of teachers being curious about what makes certain students 'tick,' in order to be able to help them in the most effective way. One teacher commented on the use of creative strategies as a helpful and engaging method to her because of her dyslexia. She found the 'lifemap of the

year' exercise helpful in gaining an aerial view of her NQT experience and also her own preferred learning styles.

'Also, coming back to the pictures, because I am dyslexic having a verbal meeting... that sort of conversation doesn't work for me. So, a lot of our meetings are meetings that I just don't pay attention to. So, in that respect it (supervision) was more useful for me than going to the other things. It shows my kind of journey from the P.G.C.E.' (G207:4)

'We had a session where we had to create a sculpt we gave a topic about you know a naughty student who pretends to be hard headed, who doesn't have a clue, I have got some pupils like that in the top set who fit the description, so, I have taken it on board to come up with ways to help them.' (G202:3)

'Then I also found it very good (text of Teechers) in terms of the economical and social aspects of the student. And their lives and how we as teachers can help them and we have to resonate with those ideas and realise that the students are more than just bodies sitting there.' (G208:4)

'Yeah I can see how the cards work because whatever image you do choose, you can fix it to yourself. And you can be enlightened by what you are saying.' (G204:4)

It is noteworthy that participants G201 and G203 did not mention anything positive about the sessions in the interviews. G203 withdrew from the research during the interview process and G201 talked predominantly about the struggles of the year.

Incidentally, both cited self-reliance as a potential coping strategy for the year (Table 5.11). G205 and G206 commented on the benefits of sharing commonalities with their peers but did not comment on the benefits of the strategies used. G205 also cited self-reliance as a potential coping strategy. For most of the NQTs their reflections on the sessions were quite general. This may have been as a result of the low number of sessions allocated and the large gaps of time in between them.

5.5.6 Group 2 Theme 5: Challenges of Dramatherapy Supervision

‘NQTs found it challenging to talk openly in the sessions due to a fear of being judged, breaking confidentiality, difficult group dynamics, irregularity of sessions, external roles and responsibilities within the school.’

Table 5.17: Group 2 Theme 5: Challenges of Dramatherapy Supervision

Participants’ identity numbers	01	02	03	04	05	06	07	08	09	10
<i>Page numbers for NQT transcripts</i>										
1.The NQTs felt the irregularity of sessions impacted on group cohesion and development						4				
2. NQTs felt trust and group dynamics made the sessions challenging	3,4			4	4,5	4	4		3	5
3.NQTs felt the supervision session exacerbated their heavy workload	3				6	4		5		8, 9
4.NQTs felt that external roles and dynamics in the school prevented them from engaging in supervision	3			3						
5.NQTs felt supervision type sessions and psychological training should be integral in training for all teachers				5	8			5		
6.NQTs felt supervision sessions were irrelevant to their practice and felt it should have had more structure.							5,6		3, 4	

5.5.6 Group 2 challenges of Dramatherapy supervision

Whilst 3/10 of the teachers reported to have experienced the sessions as a safe space, 7/10 felt that there was a lack of trust amongst the group preventing them from sharing and exploring their difficulties. Some felt intimidated to engage by others in the group, who they perceived, as ‘not wanting to be there.’ One teacher commented how the irregularity of the sessions may have impacted on group cohesion and development, yet this teacher, G206, also reported how the sessions added to an already heavy workload. Two of the teachers, who were experiencing interpersonal difficulties with their mentors, felt that this fear around confidentiality prevented them from engaging in the supervision as they did not feel they could trust the group with these concerns.

‘Sometimes I felt like....one or two people go in there with their attitude because it was almost like they wanted everyone to buy into their attitude, and that was their personality, but it was not how I am. If I had wanted to I could, but I saw the purpose of it. Sometimes I just felt that was frustrating.’ (G210:5)

‘I think by its nature, especially because as a school departments don’t mix much, if you are only brought together 6 times in the year to have that sort of thing, people are going to be a bit more closed because you are dealing with strangers and you are suddenly in this thing together.’ (G206:4)

‘Also, I think that people are very worried about ‘what gets out’ because it does get out and SLT are always listening out for stuff. Things that people have said in confidence in various meetings – it has been used against people in a lot of situations, so people are very wary...about been see to question stuff.’ (G201:4)

Another reason for the lapse in attendance at the sessions was linked to workload and other NQT training. Six out of ten NQTs felt the supervision session contributed to an

already heavy workload. It was particularly challenging after a long day's work. For some teachers, the workload was heavier than others because of additional roles and responsibilities. However, they did not feel comfortable bringing this situation to the sessions as they feared they would be judged by others and that their worries would be irrelevant to the rest of the cohort.

'I don't get annoyed as the others about the length of hours we have. It is what it is you just get on with it. In our school, it's not a great time for it to happen. I don't know when else you would fit it in, that's the thing.' (G210:8)

'I think it puts me in very different position to what the others were doing, no ks3, mostly top kids triple science yr. 11. The kids are very very different and a lot of people think that.....and I didn't want anyone else to know. Yeah I mean most NQTs are not allowed even to teach A level.' (G201:3)

Conversely, 3/10 of the teachers felt that teachers should have more relevant training on interpersonal skills to help them manage and understand the social and emotional aspects of teaching and learning regarding managing students' behaviour. One teacher maintained that her previous experience working with children equipped her for the role of a teacher as she felt it was very similar to that of a parent. Two others recommended counselling skills training and more emotional support for all staff.

'To recognise that if a student does kick up, it could be because whatever is going on which we don't know, might be upsetting them at that point. We have to get used to trying to deal with that. I think eh that more counselling sessions for teachers would be good.' (G208:5)

'You are a surrogate mum really, I find that. It's not the worst thing in the world but they've got to trust you. The only reason why I think I coped a little bit is

because I have got previous experience with children, and when speaking to friends in education and child-care, they said it is because you have that experience or aura about you, is why they come to you.’ (G204:4)

Two out of ten NQTs felt the supervision sessions were irrelevant to their practice and that it should have had more structure. The nature of bringing something to explore was a disconcerting way of working for G209. G207 would have preferred a structure that paralleled the other training sessions, which are topic led and more explicitly solution-focused. Notably, the teacher who felt it was irrelevant was not offered a job in the school the following year and had failed their induction year previously. He felt let down by the school for not providing him with adequate support.

‘I just felt that what we were talking about..... I didn’t feel like it was relevant that it was going to help me. In terms of the cards and that I don’t think it was relevant or anything that I could use in the future.’ (G209:3)

‘The main thing is that the group has to agree on a focus for working through things, or maybe, if there was say at the start, you did a structure of what was going to be covered that was agreed by the group, and you say ‘over the six sessions you have planned this, and then like in session 4, ‘you are going to have this session on behaviour management.’’ (G207:5)

5.6.0 Cross group analysis of Group 1 and Group 2 IPA findings and questionnaire data

5.6.1 Theme 1: *‘The NQTs felt they acquired resilience as a result of enduring challenges during their induction year and for some previous experience had a significant influence on their overall experience.’*

The data indicates that the first cohort experienced a lot of challenges during the year which included contextual factors of behaviour management of students and a heavy workload. Behaviour was the most prolifically cited potential challenge in the pre-intervention questionnaires for both groups. However, many of the NQTs referred to having ‘survived the year.’ It was only during the reflection process at the end of the academic year that they felt a sense of triumph and resilience for overcoming the struggles. Although both groups identified their sense of resilience through their improved relationships with their students, Group 1 emphasised their own personal sense of ‘survival’ and pride in their achievements more explicitly than Group 2. Group 2 measured their strength more through their students’ achievements and success, which took an inordinate amount of hard work and time. This coincides with their predicted positive expectations for the year: ‘to achieve good grades.’ One of the highlights for Group 2 was improved grades and relationships with their students. Group 2 appeared to inherit an increased workload from alleged ‘incomplete’ and or ‘inadequate’ work conducted in the previous year by other staff. This is in contrast to Group 1, who rarely mentioned the academic year prior to their own induction year, except in relation to staff attrition rates.

5.6.2 Theme 2: *‘A heavy workload and pressures from the external political context impacted on the NQTs work-life balance, physical and emotional well-being and their decisions to apply for internal promotions.’// NQTs experienced a heavy workload, a lack of organisation, pressure from the school and wider political context to attain high student grades which conflicted with their beliefs and subject areas.’*

Group 1 focused on the emotional exhaustion that accompanied their induction year as a result of a heavy workload, conflicting roles (as an NQT and Head or acting Head of Department) and the student teacher relationship, which included maintaining patience and alertness. This contrasted with Group 2 who highlighted more of the complex staff interpersonal dynamics that they reported inheriting from the previous academic year. Although Group 1 also experienced some staff difficulties, it did not impact them as much as Group 2. Both groups felt that too much time was spent on student assessment data systems and less on practical teaching and classroom management strategies. Group 1 made overt links to the wider political context and its influence on their workload, such as the pressures of ‘performativity,’ namely, Ofsted (which took place during their NQT year) and the developing target driven climate of the education system. Group 2 also cited the previous Ofsted inspection results as a source of pressure and how this created heightened stress in both lesson observations and departmental relationships. They cited ‘obtaining good results’ as one of their main positive expectations for the year in the questionnaires. Although Group 1 mentioned anxieties about meeting the school’s grade expectations in their standard of teaching and in their students’ academic performance, Group 2 made more explicit links to potentially losing their jobs over perceived incompetence, during the interviews. Two teachers discussed having to re-do student grades and marking in order to correct errors in assessment made the year before. They felt that how these ‘amendments’ were approached contradicted their own values and ethics, illuminating their cognitive dissonance. Group 1 found the Ofsted stressful but also rewarding as there was more staff cohesion and cooperation, which improved the sense of school

community. This is in contrast to Group 2 who expressed experiencing fragmentation and alienation amongst the staff body.

Group 2 highlighted long working hours, in particular on Saturdays, as tiring. Group 1 also worked a six-day work at certain periods in the year, but only a minority discussed this during the post-intervention interviews as difficult. Group 2 felt under more pressure to attain higher academic grades for their students than the previous year group. They raised these concerns about foreseeing the workload as challenging at the start of the year. This may have been a consequence of the fact that

- the school had obtained an overall Ofsted grade of ‘Good’ and not the desired ‘Outstanding’ the year previously.
- 5/10 of the NQTs in Group 1 had worked in other professions prior to teaching, suggesting that they may have been more physically and psychologically prepared to manage the demands of their school induction year.

Both groups felt that the induction programme training was excessive and that a significant part of it was dominated by repetitious training, already covered in their teacher training year (Appendix 10 and 11). The reason only six supervision sessions were allocated to Group 2, compared to fifteen for Group 1, was due to an increase in data training for NQTs. The teachers pinpointed ‘practical skills’ as a more relevant

and preferred area of training than the ones facilitated by the school and the local borough. The NQTs sought practical skills that encompassed tangible strategies to enhance classroom management and the student-teacher relationship. Another variance between the two groups' experience involved teaching subjects outside their subject specialism. Group 2 highlighted the challenge of teaching subjects within their faculty but outside their specific field of study. Three of the NQTs believed this was as a result of staff shortage issues. Three of the teachers in Group 2 named this as one of the main challenges. Interestingly, two of those teachers were not offered teaching posts the following year. This was not cited as a concern from Group 1. However, both groups disclosed how staff demotions and dismissals occurred throughout the year.

5.6.3 Theme 3: *'Departmental and mentor support was crucial notably when meetings were regular, solutions and an open door policy were provided and colleagues were empathic.'* // *'NQTs felt that practical and emotional support and consistency from their mentor, department and externally was integral to having a positive experience and in dealing with the pressures of the NQT year.'*

Both cohorts named having supportive and non-judgemental colleagues and mentors as integral to their experience of the year. The NQTs felt contained and supported by mentors and colleagues who they could offload to without judgement. Having both emotional and instrumental support from other staff was key to their induction experience being successful. A lack of provision in this area impacted both groups negatively. Subsequently, this had a direct influence on three of the teachers'

attendance at the supervision sessions. Two teachers, one from each group, reported how owing to staff changes in their departments, they were promoted to the role of 'Head of Department.' This meant they had a heavier workload and increased managerial responsibilities. Both of these NQTs cited gaining good results as their main objective for the year and that self-reliance would be their ideal coping method. The mentoring relationship dynamics therefore, became more complex, as the roles of the NQT and their mentor subsequently changed. In Group 1, a teacher no longer had a mentor as he became Head of Department to cover for his mentor who was dismissed. This meant becoming another NQT's line manager, which altered the dynamics in the supervision group. The promoted NQT decided not to attend supervision sessions anymore, consequently because he felt awkward discussing things that may alter his managerial relationship with his colleague. Interestingly, he predicted workload as the greatest potential challenge.

In Group 2, a teacher was promoted to Head of department, which meant she was higher up the school management scale than her mentor. This initiated some dissonance between the two. She cited 'getting good results' as a potential challenge at the start of the year. She also ceased attending the supervision sessions as she felt her issues would not be relevant to the other NQTs owing to her 'unique position.' In Group 2, another teacher reported feeling 'bullied' by her mentor, and as a result stopped coming to the sessions because of a fear that if her relationship with her mentor was discussed, confidentiality might have been breached. A heavy workload also contributed to her lack of attendance at the sessions. Other anomalies included

having mentors that were in more senior roles as this meant they were very busy and couldn't be as available for mentoring support.

5.6.4 Theme 4: *'NQTs identified showing and managing difficult emotions and vulnerability in teaching and learning as overwhelming at times and potentially damaging to their career progression.'// 'NQTs felt that it was difficult to build trusting relationships with both students and staff in the school.'*

In both groups, the concept of 'success' was measured by the students' attainment grades. However, in Group 2, the teachers were more pressurised to enhance student marks than in the previous year. They reported a fear of losing their job if their targets were unmet. For one teacher, in Group 2, this entailed inputting incorrect data. For another it required re-doing a module that was erroneously marked the year previously. This may also have been influenced by the Ofsted inspection and overall school targets set that ensued.

Both cohorts specified the salience of building trusting relationships with their students and the challenge of managing their students' emotions and behaviour. Teachers from both groups reported student behaviour as a potential challenge in the initial questionnaires. They commented during the interviews on how students built trust with them over a protracted period of time. The teachers stated that the students were very aware of the staff turnover that occurred in the preceding years and that this, significantly, influenced their relationships with new members of staff. Once

students began to feel secure with their new teachers, they became surprisingly attached and were upset if their teacher was leaving or not assigned to teach them the following year. NQTs from both groups commented on how they were cast into a 'parental role' by their students, which was expressed both practically and emotionally. One of the NQTs from Group 2 used the term 'a surrogate parent,' when describing how she perceived her relationship with the students. Both groups cited their reluctance to divulge their struggles with other staff as this may be perceived as incompetence and subsequently, negatively affect their teaching career within the school. This fear was expressed more intensely by Group 2. Group 1 highlighted the importance of being validated by senior members of staff, unlike Group 2.

5.6.5 Theme 5: *'NQTs experienced the strategies from Dramatherapy supervision as a relaxing reflective space to share similar experiences which helped augment their understanding of the reasons behind their own and their students' behaviour.'*

//'Supervision sessions gave the NQTs a safe and reflective space to share experiences that did not take place elsewhere and an opportunity to work collaboratively in order to gain insight into the students' behaviour and their own process of becoming a teacher.'

Six out of ten of Group 1 reported experiencing the sessions as a non-judgmental space in contrast to only 3/10 in Group 2. This may have been as a result of the reduction in sessions allocated for Group 2 and the increasing pressurised climate of the school following the Ofsted inspection, or indeed the fear of being negatively judged. One from Group 2, identified the sessions as somewhere to offload and thus

feel mentally refreshed compared to 6/10 in Group 1. Participants in both groups referred to the exercise utilising the 'parachute' as calming. Group 1 talked in detail about how they felt more relaxed after the sessions despite feeling overworked and tired beforehand. Both groups acknowledged how the sessions provided them with a space to discuss commonalities and shared experiences with their NQT colleagues. Both groups discussed how this had a positive influence on them as they felt less isolated in regard to the challenges they faced, predominantly with behaviour management. Notably, Group 2 emphasised this benefit more than Group 1 and highlighted that meeting as a group to discuss this was not common practice outside of the sessions.

All of the NQTs in Group 1 reported that they attained insight into their behaviour and the students' behaviour compared to 6/10 of the NQTs in Group 2. Group 1 discussed how physical group exercises such as the group juggling balls game and the parachute game shed light on the NQT group dynamics and how they managed their workload. Other exercises that included using projective techniques to represent challenging situations and class groups, provided some of the NQTs with more understanding of their own and their students' social and emotional responses in the classroom. In some cases, this heightened awareness of the students' motives prompted them to make the necessary modifications to their classroom management in order to de-escalate potentially volatile situations. In contrast to Group 1, Group 2 profited more from the group cohesion and universality of difficulties that germinated through the participation in collaborative exercises.

Group 1 had fifteen sessions, nine more than Group 2. This meant they had more time to explore psychoeducational material that pertained to students' behaviour notably around beginnings and endings and adolescent neurobiology. Some of the teachers cited this as particularly helpful. One participant from Group 1 named creative strategies from Dramatherapy supervision as being a substitute for a lack of mentoring.

5.6.6 Theme 6: *'NQTs identified several challenges regarding supervision which included its place on the timetable, external and internal group dynamics that impacted on attendance, its process oriented approach. '// NQTs found it challenging to talk openly in the sessions due to a fear of being judged, breaking confidentiality, difficult group dynamics, irregularity of sessions, external roles and responsibilities within the school.'*

Both cohorts admitted feeling awkward and fearing negative judgement from their peers in the supervision sessions, namely, half of the participants in Group 1 and 7/10 in Group 2. Some of the fears of judgement and awkwardness were related to the situations outside the sessions which the teachers wanted to avoid. One teacher in Group 1 stated that she didn't want others from her department to make a fuss over the fact that she didn't have a mentor. Her method of coping was to just endure it as she was leaving at the end of the year. This notion of not 'complaining' or 'questioning' was also held by an NQT from Group 2, who also had an agency

contract with the school and was leaving at the end of the academic year. Two teachers, one from each cohort, shared similar fears over being judged by others. They both took on the extra role of Head of Department and both stated that they did not want to be perceived as complaining about their issues in this new role as it wasn't relevant to the other NQTs' experience. This impacted on their attendance at the sessions. The teacher from Group 1 emphasised the importance of guaranteeing confidentiality and positive unconditional regard in mentoring and supervision by comparing it to his seminary experience in university, whereby there were two 'forums:' an external one, where you receive feedback and assessment grades, and an internal one, that is a non-judgmental confidential reflective space. He compared the mentoring to the external forum and the internal to the supervision sessions. However, a fear of a breach of confidentiality within the supervision group prevented him from sharing his worries. He mentioned how supervision, to some degree, made up for a lack of mentoring support. He attended half the sessions (7/15) whereas the teacher from Group 2 attended 4/6 sessions. Confidentiality was addressed by another teacher in Group 2 who recognised that even though 'confidentiality' was contracted in the group's working alliance, it did not quell the fears of it being breached.

Another concern the NQTs voiced was feeling 'awkward' or 'stupid' in front of their peers when engaging in exercises in the sessions. One, from Group 1, compared this to their own school experience and how during 'reading aloud' she would read ahead, in order to prepare for her paragraph to avoid looking incompetent in front of their peers. This worry was corroborated by a teacher from Group 2 who shared the same

ethnic background as the teacher from Group 1. His fear centred on lesson observations and being judged by the observing staff member. In order to reduce feelings of being judged, some suggested including one to one supervision sessions either instead of the group or as an additional component of the strategies from Dramatherapy supervision support. This was also because some teachers from both groups felt frustrated when others in the group did not want to engage positively in the sessions. NQTs from both groups elaborated that the fear of being judged was a root cause of the negative attitudes of others and the reason behind their resistance to engage, notably, because ‘sharing difficulties with staff in the school can get you into trouble’ and expose you as being unable to cope.

One of the teachers in Group 1 felt that one of the reasons for struggling with the sessions was due to feeling overwhelmed by the students’ difficulties which made her feel worse when she returned to teach them. She also cited feeling very resistant to taking on the other peoples’ ‘baggage’ in the supervision group. This teacher only attended the initial three sessions. Another teacher from the same group reported feeling somewhat embarrassed by talking about feelings in the sessions. In Group 2, one of the NQTs felt the sessions were irrelevant to the teaching role. He advocated a structured schedule of themes in advance of the six sessions that would be addressed. One of themes included solutions to behaviour management. This notion of finding definitive ‘solutions’ was reiterated by the teacher in Group 1 who did not want to take on others’ ‘baggage.’

Both groups reported feeling overwhelmed by the workload and how this impacted on their attendance at the sessions. After Easter, there was a decrease in attendance in both groups to an average of 3/10 in Group 1 and 4/10 in Group 2. Both groups suggested having the sessions at different times of the day and/or having it built into the timetable (the same way mentoring is structured). The NQTs reported feeling too tired sometimes. This was appropriated to an already excessive NQT training programme (Appendix 10 and 11). Teachers in both years recommended making supervision optional so that only those who were interested could attend. Teachers from each group noted how the group attendance influenced the group dynamics. In Group 1, one teacher felt it was less comfortable when there were only a few, whilst a teacher from Group 2 discussed how there was a lack of group cohesion because of the irregularity of the sessions in Group 2, notably, the two-month gap between sessions. Another teacher from Group 2 commented that because attendance was not monitored strictly by the NQT co-ordinator, she felt it was easy to miss a session as there were no signs of any negative reprisal. In terms of moving forward with supervision many different suggestions were made by the NQTs across both years. As well as previously mentioned, offering one to one as well as group support, a teacher from Group 2 recommended that supervision be offered to all staff. She observed how more long-standing staff were stressed and could benefit from this type of space. Another from the same group felt counselling skills should be a prerequisite within teacher training.

Table 5.18: Commonalities and differences between Group 1 and Group 2

Contextual differences	Group 1	Group 2
<i>Teaching as a second profession</i>	5	3
<i>Supervision sessions</i>	15	6
IPA Themes	Group 1 Findings	Group 2 Findings
<i>Expectations of induction year</i>	-Self-development as a teacher -Developing good relationships with staff -Challenges of behaviour and workload	-Student achievement and self-development - Challenges of behaviour and workload -Develop good relationships with staff
<i>Overall sense of success</i>	Personal sense of ‘survival’ and pride in achievements and relationships	Measured their strength through their students’ achievements with some mention of relationships
<i>Lived experience of the year</i> <i>Workload</i>	-Ofsted inspection -Worked overtime to improve grades -Workload led to emotional exhaustion -All NQTs were offered permanent jobs after induction	-School focus on improving Ofsted grade from good to outstanding -Worked overtime to improve grades

		<ul style="list-style-type: none"> -Inherited extra work from incomplete work done the previous year -Teaching subjects outside specialism -Pressure to raise grades -Two NQTs were not kept on after induction
<p><i>Factors that supported self-efficacy and coping skills</i></p> <p>Key Findings</p> <p>Dramatherapy</p> <p>Supervision</p>	<ul style="list-style-type: none"> -Non-judgemental mentor and collegiate support -Improved relationships with students - Acknowledgment from authority figures, notably Ofsted -Ability to seek help -Student progress - Space to unwind, reflect -10/10 insight into classroom dynamics -time to explore psychoeducational material 	<ul style="list-style-type: none"> -Non-judgemental mentor and collegiate support - Achieving high grades -Space to share similar struggles, -6/10 insight into classroom dynamics -Improved focus for marking

<i>Factors that impeded self-efficacy and coping skills</i>	<ul style="list-style-type: none"> - Students (KS3) emotions/behaviour -teaching lower abilities - Showing and managing difficult emotions and vulnerability - Conflicting staff roles within the school made it difficult to ask for help - Lack of experience in type of school 	<ul style="list-style-type: none"> - Challenge to build trusting relationships with staff and students - Induction training was repetitive and added to workload - Conflicting staff roles within the school made it difficult to ask for help - Teaching outside subject specialism
<i>Challenges of Dramatherapy supervision sessions</i>	<ul style="list-style-type: none"> -6/10 a non-judgemental space -Additional roles created a conflict of interest in the group - NQTs felt trust and group dynamics made the supervision sessions challenging 	<ul style="list-style-type: none"> 3/10a non-judgemental space -Lack of time to build trust and cohesion within the group -Additional roles created conflict of interest - NQTs felt trust and group dynamics made the supervision sessions challenging

<i>Attendance at sessions</i>	-Voluntary -Heavy workload impeded attendance -Dropped after Ofsted in March	- Compulsory -Extended induction training reduced overall supervision sessions - Numbers dropped in March after a three-month gap between sessions
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5.7 Conclusion

The IPA and questionnaire findings indicate that there are many emergent common themes between both cohorts of NQTs in respect to their induction year, despite the difference in the number of sessions allocated. Strategies from Dramatherapy supervision sessions played an important role in offering a reflective space that brought the NQTs together. Although there were differences in response to the intervention between the two groups, the intervention offered the teachers a place to make sense of the difficulties they were experiencing through creative methods. For some, this improved their teacher-student relationships and provided them with insight into ways of re-framing their attitudes to their workload. The creative strategies provided them with a space to physically relax and facilitated the indirect development of agency, (Butte and Hoo, 2013) into situations originally viewed as intolerable. IPA, as a method, highlighted retrospectively, how individual and contextual factors influenced the NQTs' lived experience of the year. It also offered

insight into the benefits and limitations of the supervision intervention in the development of self-efficacy and coping strategies. The next chapter aims to further elucidate these findings by presenting three individual NQT case studies from fieldwork observations as well as my own personal resonances (autoethnography) with that material, which chart an overall narrative of the process in addition to the IPA retrospective accounts. The incorporation of case studies and autoethnography offer further insights on the NQTs' experience that IPA alone would not have captured.

Chapter 6: (Auto)ethnography Data Findings

Culture hides much more than it reveals and, strangely enough, what it hides, it hides most effectively from its own participants. (Hall, 1998, p.59)

6.0 Introduction and rationale

In this chapter I present an overview of the journey of the two groups and a sample of the individuals' experiences in the form of three cases studies. This is presented alongside the trajectory of my experience as a researcher using autoethnography as a methodology, to capture and contain some of the counter-transference and cultural undercurrents at play, which were revealed initially in the Pilot Study (Appendix 1) and through my encounter with the teacher participants in the main research (§2.2.2). It further explores the themes of self-efficacy, emotional awareness and coping strategies that emerged throughout the process as opposed to only acquiring a retrospective account. The exploration of my counter-transference relates to the interplay of my individual factors with the contextual factors of the school, through Mode 6 of the double matrix model (§2.3.2.3) of supervision (Hawkins and Shohet, 2006) used within the field work. This mode provides the unconscious receptor of the supervisor with access to unconscious material of the supervisee which, if explored, enables insight into a deeper understanding of themselves and the client/student. Mode 5 is also included in this chapter as it pertains to the relationship between the supervisor and the supervisees/NQTs. Both modes address 'relationships,' the middle ground, where individual and contextual factors meet (§2.1.5). Siddique (2011, p.315)

regards the ethnographer in the field as partaking in a drama (or series of dramas),
'which provide the source of her anthropological reflection.'

Heidegger (§3.3.0) believed that we act within a background of bodily, personal, and cultural practices that are always present (Lavery, 2003). Such prejudices, formed in tradition, are integral to our being and enable and limit our understanding as we engage with our own biases (Koch, 1996; Denzin and Lincoln, 2000; Diekmann, 2005), which can be both self-transformative and healing (Chang 2008; Wright, 2009; Esping, 2010). It is these 'individual' biases that can impede teachers from adapting to the contextual factors in the school environment.

This is relevant for my study owing to my role as a supervisor and my study's research aims: to support the development of the NQTs' self-efficacy, coping strategies and understanding of the social and emotional aspects of teaching and learning, where overlaps between individual and contextual factors can occur.

Hawkins and Shohet (2006, p.96) advocate this mode 6 (focus on the supervisor's/researcher's/teacher's own process) as a 'key skill in being effective in any of the helping professions.'

This research project uses autoethnography as a method to explore, the impact of my cultural background on the research, and the efficacy of autoethnography as a viable research tool. Within the therapeutic landscape, therapists, psychologists, counsellors,

social workers and nurses, to name but a few, are obliged to engage in supervision with an external, a more experienced practitioner, to reflect on their practice (§2.3.0). Clinical supervision is utilised as a gateway to understanding the world of the clients more clearly, so that professionals can provide the most appropriate support for them (Teslikas-Portmann, 1999). The encounter with the client can trigger some of the therapist's emotional, relational, cultural and psychological material. This phenomenon is referred to as counter-transference within psychodynamic (§2.5.1) orientations (§2.2.2). One of the prominent functions of supervision is to delineate the therapist's counter-transference from the client's transference (Yalom, 2002). Jones and Dokter (2008) cite the significance of the interaction between the therapeutic relationship and the personal histories of the therapist, client and supervisor, as all being interrelated. Maintaining a clear perspective on the fieldwork was crucial for my research, as I too encountered similar challenges in my shared role of being a school teacher, at the same time as the NQTs.

The findings in the literature, relating to teacher dissatisfaction (§1.2.3) and the pilot study (§1.2.1) resonated with my own experience as a teacher (§1.2.0) and were the springboard for this research. I had also been susceptible to the stress-inducing contextual variables of the teaching profession: workload, educational reform and school situation (§2.1.0) and to individual coping strategies such as emotional labour (§2.1.3), which can impact negatively on job satisfaction and efficacy (Horn et al., 2004).

6.1 Research design

For clarity, this chapter will be divided into cases study accounts, and commentary that pertains to my autoethnographic findings. They are based on notes taken from the group fieldwork sessions, the IPA interviews, quantitative measures, insights drawn from discussions with my academic supervisor and creative artefacts devised and considered in my clinical supervision. Yin (1989) believes that evidence for case studies may come from six sources: documents, archival records, interviews, direct observation, participant observation, and physical artefacts. However, he argues that interviews provide the best access to data, which I have captured through the use of IPA in Chapter 5.

This is followed by a discussion of the supervision group process and the overlapping parallels between my experience and the NQTs.' I have included both the case studies and an account of the group process in this chapter as the descriptions and analysis provided, are derived from my experience of the process, as opposed to their self-reporting accounts, detailed in the IPA analysis and quantitative results. The incorporation of case studies and autoethnography offer further insights into the NQTs' experience that IPA alone would not have captured. Methods of data analysis were completed (§3.5.2), which included my reactions and reflections to the experience of the participants. They represented the social reality of the NQTs through the analysis of my experience in the world of these teachers (van Maanen, 1988) (§3.5.2). Chang (2008, p.9) refers to autoethnographic data analysis as

involving ‘moving back and forth between self and others, zooming in and out of the personal and social realm, and submerging in and emerging out of data.’

The writing style of autoethnography includes what Van Maanen (1988, p.48) classifies as ‘realist, confessional and impressionist tales.’ Chang (2008) refers to the focus of the realist being on facts and descriptions of those being observed, the confessional being on the inclusion of the researcher’s own (individual) personal biases and character flaws and impressionist (individual and contextual factors) highlights the rare experiences of the fieldwork. I incorporated the realist facts in my observations of what happened. Personal biases were captured in my honest reflections in the field notes in response to the sessions and my clinical supervision (§3.5.2). Some of my autoethnographic analysis took part unconsciously whilst writing²⁴ this chapter revealing a ‘storytelling style’ that mirrored a cultural ‘Irish storytelling’ trait (Hogan, 1998, p20). I have highlighted these parts in italics to differentiate them from my commentary,

6.2 Autoethnography findings: case studies

My autobiographical experience was multifarious as it was framed by a complex system of cultural and professional roles, norms and values. These were continuously

²⁴ Gergen and Gergen (2002, p.14) maintain that: ‘In using oneself as an ethnographic exemplar, the researcher is freed from the traditional convention of writing. One’s unique voicings—complete with colloquialisms, reverberations from multiple relationships, and emotional expressiveness—is honoured.’

deconstructing and re-framing through my interactions with the participants and the setting. I shared a parallel learning process with the teachers in that I too was within an induction period, of becoming a supervisor,²⁵ a role which includes both an educative and learning function. Additionally, I was developing the necessary skills to be a researcher. Within the cohort of NQTs, there were two first generation Southern Irish teachers. A distinguishing feature of our shared parallels included a Catholic upbringing and post-colonial migration to the land of the former occupier.²⁶ Moving in and out of these two roles of learner/supervisor and teacher/supervisor simultaneously, accentuated recurring patterns of behaviour, that uncovered my underlying motives for becoming a teacher, and some of the hidden Anglo-Irish influences that buoyed these driving forces.

Case study selection process

All three case studies are from Group 1. The reasons being that they had access to more sessions, fifteen compared to six, which meant that I attained far more data from them for the case study material. Even though ‘Aoife’ and ‘Jane’ only attended a few sessions they had access to 15 sessions and their attendance spanned the year. Another reason was that they highlighted the impact of the cultural backdrop on the NQTs’ experience and my own reverberations, which pertain to both individual and contextual factors that can contribute to attrition (§1.2.0). This aligns with Chang

²⁵ In order to begin the fieldwork, I undertook a Diploma in Clinical Supervision.

²⁶ Ireland was under British occupation until the Anglo-Irish Treaty in 1921. The Treaty preceded the Republic of Ireland Act 1948 whereby Ireland formally ceased to be a member of the Commonwealth. Northern Ireland remains a member of the Commonwealth.

(2008) who argues that the primary goal is the procurement of a cultural understanding through underlying autobiographical experience (§3.5.1). ‘Aoife’ and ‘Jane’ illuminated my own cognitive dissonance and ‘relationship with education,’ whereas ‘Michael’ offers an alternative perspective. They are also representative of both male and female NQTs, differing training routes and varying cultural backgrounds. The NQT case studies also illuminate how the sessions augmented their coping strategies and self-efficacy. Pseudonyms have been used for the three case studies.

Case Study 1: ‘Aoife’ (G109)

Session observations: Aoife was an Irish teacher aged 25-35, who had trained in Ireland prior to commencing her induction period in the UK. She was employed as a Humanities teacher on the basis of a ‘cover teacher contract’ and was offered a place on the school’s induction programme for NQTs (Table 3.1). Aoife attended 4/15 sessions (sessions 1, 2, 3 & 6 stage 1) (Table 5.1) (§5.2.2). Seven out of ten attended 6 or more and the remaining three, including Aoife, attended 4 or less. Teaching was her first profession. Aoife had missed the initial introduction I had with the NQTs prior to starting the research. I met her on the first day of the sessions. In the first session as part of the working alliance, Aoife worked with a peer to creatively present, using objects, what they would like to gain from these reflective sessions (Table 6.1). Aoife and her partner, in a sculpting exercise, created an image of books to represent ‘information overload,’ to which they did not want these sessions to contribute. They used a handout, pen and notebook to represent their desire for helpful support. After

the session, I met with Aoife to inform her more about the research project. She was upset about how different the schools were in London compared to Ireland. She was worried about confidentiality and how she may be judged by the group. She perceived pupils in Ireland to be more respectful and manageable. In session 3 I invited the NQTs to choose an image card of their choice to represent life as an NQT. The main themes centred around pupil behaviour. Aoife spoke about how she had been trying to detach herself more from taking the children's behaviour personally. She spoke about pupils 'pushing boundaries,' trying to come into the room when they were not supposed to etc. She told them to 'out out.' The students in question asked her not to treat them like a dog. As a method of exploring how to understand the pupils' behaviour I invited the group to draw, choose a card or create a sculpt of their specific issue, in order to perceive it from an aerial view and to find alternative ways of managing the situation. Aoife asked if she could write an allegory instead. She asked another member to read out the story about an elephant who was trying to understand little mice with sharp aggressive teeth. This was referring to a yr. 8 group who had previously asked Aoife if she hated them. This made her feel guilty and prompted a conversation (this time in the group) about how teaching in London was very different to teaching in Ireland. She reported, that in Ireland 'shame was attached to being sent out or repercussions for bad behaviour.' Whereas in London it 'is seen as an accolade of some kind.' The next session she attended was session 6 in February, three months after session 3. The session focused on roles within class groups as a method of understanding pupil behaviour. Aoife reflected how she had taken on a calmer role since the beginning of the academic year and she wanted to maintain it as it 'fits the

teacher role she had the year previously when teaching in Ireland.’ This was the last session she attended.

Interview insights: During the post-intervention interviews Aoife commented how the ‘distancing effect’ of metaphor from strategies from Dramatherapy supervision provided her with insight on her own behaviour as well as that of her pupils. Aoife felt she was often cast into the role of a parent with some of her classes. She also highlighted the importance of containing one’s ‘own stuff.’ This, she felt was helped by having the sessions as a place to ‘decompress.’ She found herself questioning why she had chosen objects such as a ‘bull’ to represent herself when creating sculptures of challenging class groups. This prompted her to consider her teaching style and her attitude towards her pupils. She reported struggling with the cultural differences between the UK and Ireland and also the uncertainty around her job in the school. This, she claimed, knocked her confidence and prevented her from fully immersing herself in the induction programme and attending all the intervention sessions.

Outcome measures: Aoife was not present for the mid-point assessment. Therefore, only her pre-and post-scores have been considered. Her Teacher Satisfaction Scale results were 10/25 pre-intervention and increased to 14/25 at the end of the academic year (Figure 4.3). Her Teacher Sense of Efficacy Scale scores increased in line with her cohort’s overall mean score. Student engagement increased from 4.5 – 5.5 (Figure 4.5), classroom management increased from 4.7 - 6 (Figure 4.7) and instructional

strategies increased from 3.7 - 4.25 (Figure 4.9). Regarding the Brief Cope scores, her results exhibited an increased reliance upon positive reframing, emotional support and instrumental support in dealing with challenging circumstances. This participant's enhanced reliance upon the two latter categories was pursuant with the group's mean trend (Figure 4.1) and it substantiated her insightful reflections and increased self-awareness during the post intervention interviews.

Case study 2: 'Jane' (G103)

Session observation: Jane was a Black British African teacher aged 25-35, who was employed to teach Maths in her induction year. She had had a previous career in the business world and took the PGCE route for her teacher training (Table 3.1). She attended 4/15 sessions (2 & 5 (stage 1), 8 & 9 (stage 2)) (Table 5.1) (§5.2.2). As mentioned above, this compared to 7/10 of the group who attended 6 or more sessions. In session 2, I invited the group to play with the parachute as a way of building group cohesion, warming up and establishing the working alliance. Prior to beginning the session, we had been moved from our pre-booked room by the Head teacher. I asked the group what it was like to be moved last minute, in order to explore how pupils may feel and react when boundaries are contravened. This led to examples, initiated by the group, on what makes pupils feel safe, which included 'not being the only gender, not having others take the piss out of their opinions, discipline, making them feel secure and safe, being put in groups with people they are comfortable with.' They commented how sometimes their class groups know better about who they can and cannot work with than the teacher. During the exercise Jane

stood with the others in the circle but did not hold onto the parachute. She stood talking quietly with her colleague throughout the exercise. Jane missed a few sessions and returned in session 5 where themes being explored included group stages of development. One of the warm up exercises included throwing a ball around the group in a particular pattern. This pattern was then repeated as another ball was added to the game. Jane engaged well in this group exercise. At times, someone inevitably dropped the ball and we waited for them to pick it up before continuing. Then I invited the group to consider the 'stages' a group goes through as a way of understanding changes in behaviour. Jane's group chose a year 7 class to reflect upon. Themes that arose included early forming stages, formation of smaller groups then some kind of conflict, despair, then getting through it and mourning the group and celebrating how great the experience was. Jane was very vocal during the reflection stage about the development stage of pupils, which was well received by others who learnt from this. She spoke about how they, the students, are at a particular stage in their lives and they can't understand the importance of work yet. At the end of the session, when asked what they would take away from the session, Jane responded 'that it's ok to drop the ball.' In a latter session (9) during a sociometry (§2.3.7) exercise, the group were invited to explore 'the set of a classroom' as a method of understanding the meaning of space for them and their pupils. They were struggling with pupils who would not sit in particular areas of the classroom. I invited the group to explore the most and least comfortable places in 'the room' to aid their understanding of their pupils' behaviour. Jane crouched down beside a chair and spoke about how she has little control in this position and did not like being at 'the

same level as the students,' she preferred being above them. She spoke about how when she was a pupil she had to sit next to a girl with nits once and that it was unbearable. However, she didn't complain. After the lesson, the teacher commended her for being tolerant and for not complaining. We spoke about how we had projected onto the space and how the students may project onto the classroom but more importantly the teachers themselves. This exploration of individual factors was a new insight for Jane.

Interview insights: Jane commented on the 'juggling balls exercise' which gave her insight into the role of the teacher and offered her another perspective on her work-life balance. She realised that it was ok to take a day off when sick/drop the ball. She also commented on other exercises such as the pupil group development exercise, which helped her diffuse future conflicts. She reported putting herself in the shoes of the pupils to gain a better understanding of their needs. She also reflected on her desire to be as experienced as her colleagues who had been teaching for years. She felt it was important to have a mentor from a similar cultural background for rapport and relationship building. She also admitted struggling to mix with other departments and felt safer sticking to her own.

Outcome measures: Jane was not present for all time point collections. Her Teacher Satisfaction Scale results were 24/25 pre-intervention, 24/25 mid and increased to 25/25 at the end of the academic year (Figure 4.3). Her Teacher Sense of Efficacy

Scale scores increased in line with her cohort's overall mean score. Student engagement increased from 8.7, 7.5, 8.8 (Figure 4.5), classroom management increased from 6.3, 5.7, 7.0 (Figure 4.7) and instructional strategies increased from 7.75, 7.7, 8.5 (Figure 4.9). Regarding the Brief Cope scores, her results exhibited an increased reliance upon acceptance, humour and religion in dealing with challenging circumstances. This is substantiated in her coping expectation of self-reliance (Table 5.2). This participant's reliance upon instrumental support was pursuant with the group's mean trend (Figure 4.1). However, one of her least used coping strategies was emotional support. Despite her self-reported self-reliance, she demonstrated increased self-efficacy and awareness of the social and emotional aspects of teaching and learning during the interviews.

Case study 3: 'Michael' (G107)

Session observation: Michael was an English NQT aged 35-45. He taught English and went through the PGCE route. He worked in business prior to commencing his teacher training (Table 3.1). He attended 12/15 sessions, missing sessions 1&3 (stage 1) and 12 (stage 3) (Table 5.1) (§5.2.2). In the first session Michael engaged in the activities and created a moving sculpt of him juggling balls to represent life as a teacher at the beginning of the year. He reflected at the end of the session on how he hadn't 'laughed as much as that in ages.' Michael often voiced how he felt less burdened by the issues with the students at the end of our sessions. In session 6 (February), after exploring the different roles that students and teachers play, he reflected how he was often cast by one pupil as the 'opponent' and that he had to play

to the tune of this particular student at the start of every lesson. Once the 'game' between them was 'played out' the student felt more contained. This exercise, he felt, enabled him to see how his role had shifted since September with this student. This developing awareness continued in session 9 whereby Michael explored the 'set' during the sociometry exercise. His preferred position in the 'classroom' was at the side where he could see everyone, his least comfortable place was in the middle of the space facing the back. He was uncomfortable because he could not see all his pupils. We discussed how space may also impact the pupils' behaviour. At the close of the session Michael commented on changing his classroom around to accommodate his students in order to augment behaviour. This notion of 'actioning' what was explored in the sessions in his classroom started to become a pattern from then onwards. The theme of classroom proxemics returned in session 13. This time Michael acknowledged that the lessons, he as a student, was least comfortable in was when teachers sat behind a desk. He felt this was very distancing. For that reason, he amended a sculpt he had created in the session to reflect more 'inclusive' teaching where the teacher and class sat in a circle. Michael often voiced the immediate group dynamics in our sessions, notably, regarding poor attendance. He often linked it back voluntarily to his class groups and how poor attendance can be inconvenient when it comes to arranging assessments. Michael's engagement with creative strategies also increased, notably, in session 11, where the groups explored challenging classes. I invited them to represent the challenging group using objects and furniture. He placed a block in the centre of a circle and placed a chair on top of it. He surrounded the block with chairs. The chairs were leaning on the block with their front legs elevated.

We walked around the block and said what we saw. This represented the group dynamics in his chosen class of a pupil who was constantly competing 'to be the joker' of the class for street credit. As we looked at the sculpt other comments were made about the small crown made out of paper on the elevated chair. It enhanced the 'fool' aspect of the chair because the crown was so 'badly behaved.' We reflected on the 'unsteadiness' of the chair and what the student might be trying to communicate. This led to a further conversation about actual students in the group who have lots of siblings and who don't feel acknowledged by their parents. Themes during the end of the academic process led to an exploration of endings and how pupils manage this transition. After an exploration of a scene from the play *Teechers*, Michael discussed how it reminded him of the current yr 11s who were leaving. He was particularly drawn to one student who had spent most of the year in the inclusion room. Michael was shocked to see this student crying because he was leaving. At the close of the session he commented on recognising the importance of the inclusion space and how leaving school is a difficult ending for all students, regardless of their behaviour. At the end of the entire process, Michael reflected that 'with a small group over the past number of weeks he enjoyed working with what they brought, the fact that there was no set plan.' When I asked how they felt during the session when I questioned them on things, he compared it to how students can feel shocked when asked a question in class. He felt this commonality with his pupils was an important life lesson.

Interview insights: Michael reported feeling better after sessions. He reported ‘dreading anything creative’, but found the exercises helpful and insightful. He experienced the parachute and ball game as relaxing and calming, good for head clearing. The sessions offered him alternative perspectives on pupils’ behaviour, which helped him become more patient. He commented on the importance of having a variety of perspectives during induction training. He also reported the importance of having a mentor who had gone through a similar career route to him.

Outcome measures: Michael was present for all time points. His Teacher Satisfaction Scale results were 18/25 pre-intervention, 19/25 mid and increased to 19/25 at the end of the academic year (Figure 4.3). His Teacher Sense of Efficacy Scale scores increased in line with her cohort’s overall mean score. Student engagement increased from 5.7, 7.25, 6.5 (Figure 4.5), classroom management decreased from 8., 7.25, 7.25 (Figure 4.7) and instructional strategies decreased from 6.5, 7., 5. (Figure 4.9). Regarding the Brief Cope scores, his results exhibited an increased reliance upon planning, instrumental support and emotional support in dealing with challenging circumstances. This is substantiated in his coping expectation of self-reliance and support from others (Table 5.2). This participant’s reliance upon instrumental support and planning was pursuant with the group’s mean trend (Figure 4.1). These findings illustrate his increased understanding of some of the underlying social and emotional challenges that can fuel poor pupil behaviour.

6.3 Researcher autoethnographic findings

Theme 1: cognitive dissonance

Encountering ‘Aoife’, ‘Jane’ and ‘Michael’ as well as a lot of the other teachers, from both cohorts, reminded me about my own difficulty in adapting to the cultural differences in education between countries and types of schools. It reminded me of a Brian Friel play I studied at school.

Kate: I know those people from the back hills! I’ve taught them! Savages- that’s what they are! And what pagan practices they have are no concern of ours – none whatever. It’s a sorry day to hear talk like that in a Christian home, a Catholic home. (Friel, 1999, p.29)

This quote reminds me of the power that my Irish education wielded. School was a safe and containing landscape abundant with opportunities for creative expression, academic success and sporting achievement. Most importantly, it championed the development of individual potential, in particular, for women. My educational experience was peopled with Christians, experts and scholars, but above all it was a community pillared by firm but fair rules. A small minority dared to challenge them but were subsequently defeated. When I came upon the opportunity to train as a teacher in a foreign land (UK), I accepted it, as I thought I would be returning to that nourishing isle of tutelage that had served me so well. However, that script had become obsolete. It had been translated into a different tongue, populated with voices ‘from the back hills’. My unconscious objective, was to steadfastly re-create my former experience of school and assign the very same roles to the present cast of staff

and students, similarly to 'Aoife.' Inevitably the mission failed, again, and again. A call to adventure steered me to unpack the subtext of my own educational experience which entailed climbing those back hills, and encountering those savages that roamed that Dionysian landscape.

These austere notions lay dormant within my psyche for some time, although they were unconsciously steering my professional career towards education and becoming a teacher. These motives began to surface when I started to research the underlying reasons behind the increasing teacher attrition rates within the teaching profession in the UK. 'Aoife's resistance to the differences between Ireland and the UK resonated with my own and I realised how my cultural background influenced how I encountered the contextual factors in the English education system. At the time, I wanted to cross the boundary of supervisor into one of Irish teacher in London and say, 'Yes. I know, in Ireland it is different. There is respect for authority.' My desire to ally myself with 'Aoife' because of shared nationality mirrored both 'Jane' and 'Michael's' affiliation with their mentors.

Theme 2: 'feeling vulnerable'

My experience with 'Aoife' and 'Jane', as well as some of the other NQTS, opened a can of worms for me in terms of my own vulnerability regarding a reluctance to share worries, for fear of being judged. I had a similar experience in that I felt very lost when I first started teaching. I employed a lot of emotional labour as a coping strategy

but it backfired when I became burnt out. This became a dominant theme in my own clinical supervision.

How heavy is this glass of water? The absolute weight doesn't matter. It depends on how long you try to hold it (Hawkins and Shohet, 2006, p.30)

The notion of 'holding,' as a significant aspect of supervision, has become an enlightening learning curve for me during these skills sessions on the supervision training course. I experienced feeling empowered to place the 'glass' down so both myself and the other supervisor trainee could look at it collaboratively. I also felt comfortable to take the risk of allowing the supervisor in to share the experience of its contents. This is in stark contrast to my previous experience of the supervision relationship, where I cast the supervisor in the role of the 'all knowing authority' on my clinical practice. This fear of not meeting my projected high standards has led me to censoring some of the material that I bring to the sessions. I then end up becoming overwhelmed and saturated with client material. Notably, holding on to past material and an unwillingness to share the burden has been a prominent theme within my own personal narrative. It has been quite surprising to discover its manifestation within this supervision course.

I wondered where the fear of authority and fear of expressing vulnerability had come from, for both myself and the NQTs. What was the block to 'getting it wrong?' Both myself and Jane shared a fear of allowing others to help with this burden. Youell and

Canham (2006) from a psychodynamic stance, refer to the fear of the unknown as a defence against anxiety. Any query about my work or my ability was so emotionally overwhelming that it was best avoided, similar to 'Aoife.' It was only when I encountered her tears, that I became conscious of my avoidance. Exploration in supervision linked my responses to my own childhood experiences in school. I created an image of wounded soldiers after battle to represent my session with the NQTs.

Figure 6.1: Supervision session on battle fatigue



This notion of the ‘wounded soldier’ and the ensuing ‘battle fatigue’ resonated with me. I can recall feeling completely overwhelmed by emotions whilst teaching at the Academy (§1.2.0). It was something that emerged many times in my clinical supervision. It also triggered memories of my own experience of attending primary school, whereby I suffered from separation anxiety quite acutely, during the first three years. This illuminated the potential impact that a teacher’s own education and upbringing can have on how they identify themselves as a teacher and how they subsequently manage the contextual factors of the profession.

Only in recent weeks I have remembered my initial two years at school in Junior School where I pined each morning as I disembarked my parents’ car and made my way into my classroom. I recall being unable to articulate the reasons for my tears and fretting. This reminded me of ‘Jane’s’ inability to voice her discomfort as a pupil. I just didn’t want to go into the unknown. It was separation anxiety. My biggest fear was getting it wrong in class and angering my kindergarten teacher. She was very nice but was easily irritated if you got something wrong, especially something that had been explained several times. I recall the immense pressure of painstakingly endeavouring to write the number 2. It was a spectacle for the whole class, although they were all willing me to get it right. Eventually, I did. However, this anxiety extended to the domestic space, wherein if I shared this difficulty, it resulted in the questioning of the quality of the school – best to avoid. Nobody could bear to get it wrong. Perhaps this explains why I was obsessed with playing ‘school,’ with myself in the role of the teacher. Through play, I was in complete control as the teacher, and I

was able to make sense of the day's events by re-playing them. Little did I know I was manifesting a career into existence!

Theme 3: historical relations

Throughout the process of discovering my own discord and disharmony with the education system, I began to reflect on the wider historical, cultural, social and political contexts of its' manifestation.

Was I experiencing a transgenerational memory²⁷ of deeply entrenched shame within the Irish psyche over the loss of control of the Irish language and education system during English occupation, and the subsequent struggle to learn the imposed new language? Living and working in the UK for over ten years enabled me to begin to explore the history of the relationship between these two countries from a distance. I recall being very wary of not being 'good enough' when I first arrived in London to attend Drama School. Much to my surprise I was commended for my skills and welcomed. It took a while to process that my experience did not reflect the past relationship of these two countries. England had 'moved on.' I was potentially picking up on what Ghaill (2000, p.138) refers to as the inferior position for the Irish

²⁷ In her book *The Ancestor Syndrome* (1998), French psychotherapist Anne Ancelin Schutzenberger has catalogued, through her use of the genosociogram many examples of the repetition of traumas across generations.

in Britain as 'colonial others', within the context of a 'shared life' between migrants and the 'host' society at the imperial centre.

This mirrored 'Aoife's' feelings of inferiority and hence her avoidance of asking for help. I also wondered if 'Jane's' affiliation with her mentor and her empathic understanding for her pupils was enhanced by sharing a similar cultural heritage to them. It appeared to provide a sense of safety and containment for her and her pupils. This notion of historical relations between countries and ethnicities occurred during the sessions when the NQTs (not from my cultural background) were talking amongst themselves during group discussions and not 'respecting' the supervisor/teacher. I failed to address the situation at the time and reflected afterwards on my reluctance. Following a deeper exploration in my clinical supervision, I concluded that one of the possible reasons could be the historical colonial White dominance and my own inherited feelings of guilt and shame (O'Connor, 2014), even though the Irish have not always been perceived as White through the English lens (Ryde, 2009). This prompted me to dwell on my embeddedness in the English culture and my acquired sense of colonial white guilt and shame 'in the wake of our historic role as colonial oppressor' (Tuckwell, 2002, p209). It became vital to closely monitor my internal culturally triggered responses to avoid a cultural bias towards the Irish teachers (Chang, 2008) and inter-ethnic counter-transference (Tuckwell, 2002) towards other teachers from differing cultures who were not 'conforming'. This reflects Hawkins and Shohet's (2006, p.114) double matrix model (mode 6) in relation to 'difference,' that defines mode 6 as, 'the supervisor attending to their own cultural assumptions

and their own counter-transference which seems to arise as a result of the cultural material.’

My underlying ‘inferiority complex’ unconsciously permeated my academic writing about this research. This was in stark contrast to the free-flowing autoethnographic extracts, which wrote themselves (Gergen and Gergen, 2002). The former was tainted by feelings of inadequacy and low self-efficacy. Further reflection prompted me to question if this sense of inadequacy was provoked by feelings of guilt and shame that prowl the Irish psyche for seeking further development and education, outside the tribal domain, in the land of the former occupier. I was beginning to realise how individual factors such as family, culture, early experiences in education and historical relations can potentially influence our self-efficacy and subsequently our ability to manage effectively contextual factors such as school-based relationships with others.

6.4. Overall interpretation and analysis of process with Group 1

Group 1 Process Stage 1: Group 1 focused predominantly on mode 3 (the teacher-student relationship) and mode 7 (the wider context of the world of the NQT) of the double matrix model during the fieldwork sessions (Table 6.1). Their year commenced with the challenge of settling into the new teacher role. Over the initial six sessions these challenges included the turbulent teacher-student relationship, managing emotional labour, experiencing a cultural discord with the school situation

and a fear of being overwhelmed by their pupils. This was particularly evident with the year 8 and year 9 pupils, whose challenging behaviour was a regular topic of conversation and exploration in the sessions. The NQTs referred to the students' behaviour as 'crazy' 'physical' and 'angry.' The NQTs and these difficult classes shared the same fear, the innate fear of being devoured by the group/school community (Nitsun, 2014). These initial six sessions focused predominantly on trying to unpack poor pupil behaviour that jarred with the NQTs' own beliefs and previous experiences, as well as making sense of their new role and maintaining sanity. The teachers' sense of efficacy resided in their relationships with their students and their ability to manage them. The better the relationship, the more efficacious the teachers felt.

Group 1 Process Stage 2: The next three sessions spanned the Ofsted inspection and its' aftermath. The teachers were relieved it was over and expressed that it was reasonably successful as both staff and students 'pulled together'. Therefore, teachers were no longer the 'enemy', as they had felt up to this point. In psychodynamic thinking, Youell and Canham (2006, p.143) suggests, that the school sets up 'splitting' by projecting all its fear into the Ofsted inspectors and uniting temporarily, forgetting its own internal conflicts. This marked a turning point regarding the NQTs' perception of the teacher-student relationship. They discussed how they felt 'cast as parents' by the students. This encouraged them to reflect more on the interplay between their student-self and their teacher-self and how one influences the other. They became more open to exploring how to support their own well-being through

creativity. This thematic ‘thread’ (§3.5.3) of low self-efficacy, as a result challenging pupil behaviour, matches the midpoint outcome measures, which were completed the week after the Ofsted inspection. The NQTs spoke about feeling exhausted afterwards, which may be the reason that the midpoint results for the factor Student Engagement in the Teacher Sense of Efficacy Scale, was -4%. However, there was a slight increase at the midpoint in all other measures, notably a +6% increase in Teacher Satisfaction Scale. Although not significant statistically, this could be indicative of the sense of achievement and acknowledgment following Ofsted, which seemed to rejuvenate their sense of efficacy and job satisfaction.

Group 1 Process Stage 3: The final six sessions were plagued by poor attendance. This was attributed to holding additional revision classes for exam pupils at the end of the school day. This stage was punctuated by the impending ending of the NQT year, and a clearer understanding of the rhythm of a challenging year 8 group. There was more space to consider the motivations for pupil behaviour, namely the developmental stage of adolescence, including the NQTs’ own educational experiences (mode 4) and how that had influenced their teaching style. In the final sessions, the teachers reflected on the year and considered how they may facilitate reflection with their pupils. Towards the end of the term the NQTs were informed that they were a unique cohort, in that, all of them had been retained in the school. This may account for the increase in results of the Teacher Satisfaction Scale by +7% at the endpoint. Although not statistically significant, it demonstrates an upward trend

that corroborates the group process. The case study participants' initials have been added to the attendance column in the table below.

Table 6.1: Group 1 overview of session content

Session	Attendance	Themes	Strategies from Dramatherapy Supervision	Double Matrix Model modes
1 (Nov)	7/10 N	anxiety around emotional labour fear of being devoured by classes no place for the individual in school seeking a space to explore not vent	setting up working alliance mythos cards used to represent concerns/expectations about the sessions develop themes into group sculpts	Mode 3 Mode 4
2 (Nov)	10/10 A J M	change of supervision room fears pupils have of being in new groups working alliance = confidentiality, trust and respecting opinions	parachute to review working alliance, build group cohesion and compare with class group expectations drawing to represent a metaphor for teaching (role of teacher vs parent, missing home, surviving, maintaining sanity)	Mode 1 Mode 4
3 (Dec)	3/10 A	pupils pushing boundaries and expressing anger Christmas break approaching cultural differences between UK and Irish pupils	Mythos image cards to initiate discussion of life as an NQT formulate a question for exploration sculpt or draw scenario for exploration i.e. how to get students on side, how to manage angry projections from pupils closure and ideas for self-care over the holidays	Mode 1 Mode 2 Mode 3 Mode 4

4 (Jan)	6/10 M	<p>‘crazy’ pupil behaviour</p> <p>culture clash between pupils and school faith</p> <p>year 8 pupils need to channel energy and feel contained</p> <p>relief at universality of experience</p>	<p>mythos cards to represent new term and issues raised about difficult pupil behaviour</p> <p>story/metaphor offered to explore the behaviour - year 8 bouncing castle of children out of control.- year 9 apocalypse image</p> <p>exploration of meaning behind the behaviour</p>	<p>Mode 1</p> <p>Mode 2</p>
5 (Jan)	7/10 J M	<p>discussion of imminent Ofsted inspection</p> <p>physical fights in lessons and group stages of development re; classes</p> <p>how to get pupils to learn and engage</p>	<p>ball throwing game for focus and de-briefing</p> <p>discussion of game experience</p> <p>formulate questions for exploration</p> <p>discussion on ‘new students’ entering without prior knowledge</p> <p>exploration of group stages of development and roles in academic year through drawing.</p>	<p>Mode 7</p> <p>Mode 1</p> <p>Mode 2</p>
6 (Feb)	5/10 A M	<p>difficult pupil behaviour. Pupils and NQTs feeling exposed</p> <p>teacher role of the ‘exasperated mother’</p> <p>role of ‘playmate’ with pupils as a ritual at start of lessons</p> <p>choice to be ‘the angry teacher’ or not</p>	<p>chair game as a physical warm up and stimulus for behaviour exploration</p> <p>NQTs explored different roles within class groups and roles they feel projected onto them through drawing and images.</p>	<p>Mode 1</p> <p>Mode 3</p>
7 (Feb)	5/10 M	<p>Ofsted inspection since last session - relief and recovery after inspection</p> <p>teacher role similar to parental role</p> <p>student/teacher role is useful with older pupils preparing for university</p>	<p>check in about how they spent half term post Ofsted</p> <p>mandala exercise to explore their new teacher role, student role, student/teacher role and artiste</p>	<p>Mode 7</p> <p>Mode 4</p> <p>Mode 3</p>

8 (March)	8/10 J M	mid intervention outcome measures reflected on differences in what they put the first time 'more idealistic'	'life map' exercise used to chart NQT journey so far	Mode 4
9 (March)	5/10 J M	classroom similar to performance space NQTs own educational experience (likes & dislikes)	Sociometry exercise – NQTs created 'set' of a classroom for exploration to link previous work on role of a teacher vs student NQTs voice what set brings up for them NQTs explore comfortable and uncomfortable areas on the set and explain why	Mode 4 Mode 2 Mode 3
10 (April after Easter)	3/10 M	absences due to holding extra revision classes for pupils student absences increase NQT workload difficult to share opinions sometimes in group when others don't contribute differences between NQT and pupil education	mythos cards to generate areas for exploration links made to absent group members links made to student absences discussion on the differences in education systems (little emphasis on creativity, NQTs chose cards to represent their cognitive dissonance	Mode 4 Mode 3 Mode 7
11 (April)	4/10 M	anger towards difficult year 8 pupils, pupils acting up when teachers are absent teachers competing over year 11s for extra revision time linked to sculpt of class fool strategies to channel year 8 energy in this stage of development	NQTs create sculpts to explore challenging behaviour the role of the class fool as a way of getting attention ghost train as a metaphor for a year 8 class elicits uncertainty for NQTs and pupils as they wait for difficult pupils to arrive, leads to chaos, unpredictability and exhaustion	Mode 1 Mode 3 Mode 7
12	2/10	behaviour is influenced by	Exploration of what occurs in adolescence through the creation	Mode 3

(May)		break/lunch before the lesson extreme pupil behaviour generates similar feelings in NQTs challenge to remain calm	of a line in the room to represent the 'spectrum of adolescent behaviour' and identify when it is at its most/least intense NQTs explored how their behaviour/mood responds to pupils' behaviour	Mode 4
13 (June)	3/10 M	year 11s leaving shock that 'difficult pupils' were sad some unaware of year 11s last day feelings of nostalgia and sadness education that promotes choice is preferable to custodial approach desire to be a more inclusive teacher compared to own former teachers	<i>Teechers</i> by John Godber text used to explore 'a difficult pupil' who is sad to leave. creation of sculpts/choice of mythos cards to represent own experience of education, influential teachers and endings	Mode 3 Mode 4
14 (June)	3/10 M	endings and pupils acting out. Surprise that 'difficult' pupils asking if teachers are coming back next year guilt teachers feel if they have mistreated pupils NQTs feeling guilty when leaving previous jobs reality of the supervision not being for everyone	re-visited scene from <i>Teechers</i> as endings was a highlighted theme. Discussion ensued about similar experiences exploration of how to mark the ending for pupils explored 'people tree' as a way of reflecting on the year with pupils group reflected on their process in the group using the tree and also marked the absent teachers	Mode 2 Mode 3 Mode 4
15	4/10 M	preparing for school poetry day first year the school retained all the NQTs. Self-efficacy achieved	preparing for saying goodbye NQTs created mandalas to reflect on their year	Mode 4

(July)		<p>through the eyes of others</p> <p>survived Ofsted</p> <p>NQT year a mixture of ups and downs</p> <p>some received a thank you card</p> <p>sharing difficulties with others was useful</p> <p>feelings of exhaustion and looking forward to holidays</p> <p>regret that the others in the group were not present</p>	<p>Discussion about themes that arose</p> <p>Parachute as a ritual to end the process</p> <p>Ending ritual to run underneath and then say goodbye</p>	
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6.5 Overall interpretation and analysis on the process with Group 2

Group 2 focused predominantly on mode 3 (the teacher-student relationship) and mode 7 (the wider context of the world of the NQT) of the double matrix model during the fieldwork sessions (Table 6.2).

Group 2 process stage 1: The initial three sessions focused on themes of cognitive dissonance. They initially articulated their fears around the purpose of the sessions and whether or not they could trust it to be a safe and confidential space. The NQTs found that the reality of teaching differed to their training experience. They inherited a heavy workload from the year previously, which was felt early on in the term. Other themes of cognitive dissonance included managing pupil behaviour and exploring the

stage of adolescence. During the exploration of adolescence, through the creation of group sculpts, some revealed how they had felt let down by their own teachers during their education and how this influenced the type of teachers they aspired to become. They wanted to be supportive and helpful to their students.

Stage 2: There was a three-month gap between session three and four and it was punctuated by the murder of a pupil's mother and sister by the student's father. However, this was not explicitly discussed in the sessions but felt like an elephant in the room. Themes of how to deal with pupils' 'attention seeking' behaviour or obstinate attitudes were discussed through peer discussion and group sharing. Unlike the easy free-flowing expression of feelings by the NQTs' pupils, the teachers communicated their feelings of frustration through passive aggressiveness and resistance. They created metaphoric images of challenging class groups to gain further insights on motives for poor behaviour and then shared strategies with each other on how to manage the behaviour better. At this midpoint stage, there was a -14.45% decrease reported at the midpoint of the Teacher Satisfaction Scale, indicating a reduction in job satisfaction since the previous October. Regarding the Brief COPE, when analysis was conducted between survey points, significant differences were returned for all time points, notably between denial, substance and behaviour disengagement and the other eleven categories. These differences may be explicated by the fear of speaking out and the subsequent coping method of suppressing painful feelings and wearing a 'protective mask', which I observed in the sessions.

Stage 3: In the final two sessions, the NQTs explored impending endings and the impact they can have on pupils. Attendance was poor in the third and second last session. Often this was attributed to ‘not being told the session was on,’ even though the original schedule never changed for the sessions (Appendix 11). The NQTs also voiced how the education ‘system’ does not serve the pupils or equip them with the necessary life skills. This may have explained their sense of burnout and their perceived lack of achievement on the completion of the induction year, in the final session. They too felt, potentially constrained from developing their own skills, and subsequently may have felt that they didn’t develop as much as they expected during the course of the year. The NQTs utilised the final session to offload and speak their truth. I invited the NQTs to reflect on their year using a life map on wallpaper to chart the group and individual experience. They were completely exhausted. However, their fear of authority figures had dissipated. This sense of burnout at the end of the year may illuminate why there is a slight decrease in both the Teacher Sense of Efficacy Scale and the Teacher Satisfaction Scale measures for Group 2, compared to a positive increase at the end time points for Group 1.

Table 6.2: Group 2 overview of session content²⁸

Session	Attendance	Themes	Strategies from Dramatherapy Supervision	Double matrix modes
1 (Oct)	10/10	confusion about purpose of sessions fears around it being an assessment fears around being observed and judged and confidentiality	working alliance in pairs and then group ‘set’ created to demonstrate the role of supervision	Mode 4 Mode 7
2 (Dec)	10/10	wearing different personas a journey many hurdles so far in teaching under attack by the pupils, feels like a Greek tragedy no work-life balance, all work	mythos cards to explore role of the teacher text from the Freedom Writers to contextualise the complexity of their new role and to normalise some of the struggles of teaching. Led to a discussion about feeling ‘not good enough,’ and cognitive dissonance between what university teaches and the reality of teaching.	Mode 1 Mode 4 Mode 3 Mode 7

²⁸ *Glossary of Dramatherapy techniques*. 1. *Mythos cards* - MYTHOS is a storytelling deck that reflects Ely Raman’s longtime interest in the pictorial representation of archetypes. Showing details and scenes from the realm of myth, the cards inspire the imagination to weave stories that are strange, new, and wonderful, yet informed by archetypes. 2. *Sculpting* – using objects or individuals to represent a theme feeling or challenge (§2.3.6). 3. *Parachute* – a large piece of material that replicates the shape of an actual parachute. It is used for collaborative play with groups. 4. *Chair game* – participants place their chairs anywhere in the space. One player stands at the side of the space and slowly has to walk towards their unoccupied chair. Other players must occupy the free chair to prevent the player walking from acquiring a chair. 5. *Mandalas* - In the field of Dramatherapy, Jennings’ (1999) mandala is a circle that identifies the internal states of a person as the guide, the skilled person, the artist and the vulnerable, all linked to a belief system that is at the core of the diagram. The core belief influences the four states. 6. *Life map* - is a visual representation of a journey 7. *Sociometry* (§2.3.7) – using space to represent choices and opinions. NQTs were invited to place themselves in spaces on the ‘set’ that represented comfort and discomfort to deepen their understanding of their pupils’ attitudes to classroom seating plans etc. 8. *Juggling balls* (§5.3.5) - throwing several balls, that were gradually introduced one after the other, around the group in an order

		<p>still uncertain about purpose of the sessions</p> <p>endings (Christmas holidays)</p>	<p>How culture and race affect teachers' confidence and also pupils'</p> <p>they linked text to teacher turnover in the school and the effect it has on pupils trusting new teachers</p>	
3 (Jan)	8/10	<p>NQTs did not know session was on and were disappointed it was</p> <p>remembered the cards and the text from the last session</p> <p>themes included needing sleep, chaos, a rocky journey, playing a parental role</p> <p>explored sculpts of adolescence</p> <p>useful to remember own adolescence to understand pupils</p>	<p>mythos cards to represents issues/areas for exploration</p> <p>in groups they created sculpts to represent the theme of adolescence stemming from card discussion</p> <p>they separated into two groups; men and women. Sculptures included different pupil roles, uninterested teachers in own experience, importance of belonging in adolescence, absence of adults/authority figures</p>	<p>Mode 1</p> <p>Mode 3</p> <p>Mode 4</p>
4 (April)	5/10	<p>a pupil's parent murdered the rest of his family</p> <p>pupils like lions wanting power and looking for acknowledgement</p> <p>One NQT (on phone all session) felt pupils should just get on with it despite difficult background other disagreed with her</p>	<p>parachute exercise as a warm up and to de-brief 3-month gap</p> <p>they created metaphoric images of challenging class groups to gain further insights on motives for poor behaviour and then shared strategies with each other on how to manage the behaviour better.</p>	<p>Mode 1</p> <p>Mode 2</p> <p>Mode 7</p>

5 (June)	4/10	<p>teachers keep calm like the sea but there is a lot going on underneath</p> <p>absence in the group linked to yr. 9s not turning up for revision sessions</p> <p>cognitive dissonance as education is about jumping through hoops, school doesn't prepare pupils for life</p>	<p>mythos cards to reflect on year so far</p> <p>exploration of impending endings through <i>Teachers</i> script</p> <p>NQTs created sculpts to represent how the pupil character is perceived by teachers</p> <p>Exploration of why character is acting out at the end of the term (thinks nobody cares, school is a container for him)</p> <p>Insights include how when there is an absence of a relationship between pupils and teachers it affects behaviour</p>	<p>Mode 1</p> <p>Mode 2</p> <p>Mode 3</p> <p>Mode 7</p>
6 (July)	7/10	<p>exhaustion and anger as a result of marking and heavy workload</p> <p>links made to pupils who also feel overworked a need to nurture their own creative sides</p> <p>curious if I noticed progress/difference in them since the start</p>	<p>mythos cards ritual to raise areas for exploration</p> <p>NQTs invited to reflect on their year using a life map on wallpaper to gain group and individual experience</p> <p>Themes include isolation, burnout, wearing masks, Bedlam, a continuous uphill struggle, need to 'medicate' to survive, the unknown ahead</p> <p>Discussion on how to refresh and recharge</p>	<p>Model 4</p> <p>Mode 7</p> <p>Mode 1</p> <p>Mode 5</p>

6.6 Differences and similarities between Group 1 and Group 2 and various points in the year

Tables (6.2 and 6.1) demonstrate that the NQTs encountered similar experiences throughout the year. They struggled with the initial stages of becoming a teacher, a heavy workload and the student-teacher relationship including endings. However, Group 2 seemed to have a less trusting relationship with senior staff than Group 1, which impacted negatively on their sense of self-efficacy. Group 2, in general, were exposed to a heavier workload, spoke less about receiving support and did not share the same experience of achievement at the end, unlike Group 1. This may be explained by cognitive dissonance and a lack of trust in other staff, notably senior teachers and individual factors that contributed and or hindered their resilience. A salient difference was the frequency and quantity of supervision sessions that each group received.

6.7 Conclusion

I did not realise how ingrained my cultural upbringing had been until I attained geographical distance. Proxemics is used as a transformative tool in theatre, Dramatherapy and teaching. Theatre practitioners such as Brecht, espouse that the sole purpose of de-familiarising the familiar is to encourage audience/participants to ‘meet each new situation with a freshness that questions old knowledge’ (Seymour, 2010, p.15). Jaworski (2006, p.194) introduces the notion of the distancing effect to position the idea of being critical in relation to practice in education. The distancing

effect is the ability of the researcher ‘to distance himself from practice to reflect on his practice in ways which took him deeper into the beliefs and personal theories influencing his practice.’ This may explain the cognitive and emotional dissonance that occurred for staff, students and myself who were working in a context that conflicted with our own belief systems and education. These conflicts influenced our sense of self-efficacy and also our coping strategies such as emotional labour, vulnerability, avoidance and denial. The sessions aimed at utilising the creative medium/strategies from Dramatherapy supervision as a ‘distancing effect’ to aid the NQTs in gaining a deeper understanding of the social and emotional aspects of school relationships and to offer alternative coping strategies.

Looking through a cultural lens, provides a frame of reference for understanding cultural dissonance²⁹ that occurs as well as cognitive dissonance. One of the challenges of using autoethnography was being mindful of all the NQTs’ experiences, and not solely the ones that shared my ethnic background. The constant expedition of travelling backwards in order to move forward was at times nebulous and emotionally exhausting. One of the challenges of using case studies was that they were derived from my participant-observation of the group process and not solely on individual teachers.

²⁹ A phenomenon that may present itself when individuals that participate in multiple cultures (most of us) are faced with situations where s/he perceives conflicts between a set of rules from one culture and the rules of another. This phenomenon may even appear in the same culture.(Yowell, 1999)

Another salient insight included the parallel processes that occurred between myself and the NQTs. It illuminated the importance of supervision, for my own practice, to delineate the NQTs transference from my counter-transference. It also unveiled the potency of institutional dynamics and the wider historical context (mode 7) (Eloquin, 2016) (§2.2.2), which has led me to be curious about the unconscious inheritance of the secret psychic substance of our ancestors (McCoy-Wilson, 2007). In this case, it refers to the potential ‘entanglements’ the NQTs held to former staff and situations within the school, namely, the Ofsted inspection and staff turnover. These entanglements (Lewin, 1946) (§2.2.1) may explain the fear the NQTs had of speaking their truth and responding more transparently in the Brief COPE.

Autoethnography, provided more clarity, to ascertain the IPA analyses of the interview data. I have gained an ‘insider’ stance that deepened my understanding of myself and the NQTs’ experience. It has reinforced the notion that individual factors (background, culture etc.) greatly influence how teachers encounter the contextual factors of the profession (education reform, school situation, workload).

Autoethnography facilitated the interface of these two influential factors. For some, having a creative space to delineate the two, offered the NQTs greater self-awareness and insight. For others, it provided a space to offload and decompress as a coping strategy. For a few, both individual and contextual factors impeded the NQTs from engaging with the process. The next chapter synthesises all the data findings together to ascertain the overall efficacy of the intervention and the influential variables.

Chapter 7: Discussion of Findings

7.0 Introduction and overall findings

This chapter provides a detailed discussion of the findings from both the quantitative and qualitative data in relation to the literature. It converges the findings from the varying data collection methods that include the pre-intervention structured questionnaires, IPA (Interpretative Phenomenological Analysis) of the post-intervention interviews, the quantitative outcome measures, and the autoethnographic fieldnotes of the researcher alongside the three case studies. Conclusions are drawn from the results obtained. This study aimed to investigate whether strategies from Dramatherapy supervision could augment the NQTs' experience of efficacy and coping strategies in their new role. The research was guided by the following questions:

1. Can strategies from Dramatherapy supervision provide a coping pathway for self-exploration and personal growth among newly qualified teachers?
2. Can strategies from Dramatherapy supervision help teachers gain awareness of the social and emotional processes involved in teaching and learning?
3. Can strategies from Dramatherapy supervision empower teachers to manage factors influencing their sense of self-efficacy in their new role as a teacher?

I have measured the impact that the strategies from Dramatherapy supervision sessions had on the NQTs' induction experience within a multi-variable system (Appendix 10 and 11). Therefore, it is important to highlight, as the literature states, that the teachers had to complete a compulsory induction programme that included both local borough and school based training sessions. Some of the NQTs felt that the induction programme training was excessive and that a significant part of it was dominated by training already covered in their teacher training. The teachers' experience of their induction programme, therefore, has significant implications for my research as my intervention was embedded within it. My personal experience and findings from the pilot study (§1.2.1) illuminated the complexity of reasons that motivate teachers to leave the profession. Job dissatisfaction and attrition are influenced by the interface of individual (burnout, resilience, identity, family situation, background, personal beliefs and values) and contextual factors (nature of school context, support systems and collaboration) (Shaefer, Long and Clandinnin, 2012) (§1.2.0).

7.0.1 IPA findings

Overall the IPA results indicate that the strategies from Dramatherapy supervision:

- offered most of the teachers a safe space to reflect
- provided a space for most to decompress
- helped most of the NQTS to make sense of some of the challenges they were enduring

- promoted awareness of the teacher-student relationship through the use of creative strategies from Dramatherapy supervision
- brought the group together – which, for most, was a positive experience. There were limited opportunities for them to gather together to discuss some of the challenges, share potential solutions to behaviour management struggles and the general trials of being an NQT.

However, the positive experience of the sessions was dependent on a number of internal and external variables:

- interpersonal dynamics within the wider social context and school community including mentors
- individual factors and educational (cultural) experiences in childhood
- the NQTs' professional role within the school

The main IPA research findings, from the two cohorts of NQTs, authenticate most of the pilot findings (§1.2.1): departmental and mentor support was crucial (§5.6.3), but NQTs felt that it was difficult to build trusting relationships with both students and staff in the school (§5.6.4). The findings align with the pilot data and the literature on the topic, notably how teacher dissatisfaction and turnover is greater in more urban disadvantaged schools (Allen, Burgess and Mayo, 2012), where negative pupil behaviour is prevalent (House of Commons Report, 2012), and when NQTs

experience an unmanageable workload (MacBeath, 2011). However, my research revealed more in-depth findings on the influential nature of the contextual factors, which appeared to have a profound impact on the teachers' sense of self-efficacy (Shaefer, Long and Clandinnin, 2012) (§§5.6.2-5.6.6, 6.7), supporting the concept that both individual and group emotional intelligence can contribute to organisational effectiveness (Cherniss, 2001) and can be exacerbated by a culture of 'performativity,' (Gu and Day, 2007; Ball, 2003) (§2.1.0). This was a key component in the backdrop of the NQTs' experience of my study's intervention.

The participants in Group 2 reported how communication and organisational difficulties were a prominent feature within their induction programme and served as an obstacle to attendance in some of the supervision sessions (§6.5). This, as well as other variables, appeared to have a direct impact on some of the teachers' experience of the sessions as there were long intermissions of up to two months between sessions, with one teacher from Group 2, citing how a lack of group cohesion potentially existed because of the irregularity of the sessions (§5.5.6). This illustrates how some of the IPA findings helped to contextualise the quantitative findings (Cassidy et al., 2011) (§3.4.2).

7.0.2 Quantitative findings

The quantitative findings revealed a positive, yet statistically insignificant, increase with respect to the final outcome points for Group 1 for both the Teacher Sense of

Efficacy and Teacher Satisfaction Scale metrics. In contrast, there is a slight decrease at the end point in both measures for Group 2 (§4.5). Results from an observational standpoint in the Brief COPE report that the pre-intervention scores were higher than the post- scores and lower than the mid-scores. The mid-scores were higher overall. A t-test (§4.4.0) was conducted to ascertain if there were any significant outcomes between factors 7 and 8 of the Brief COPE (seeking instrumental support and seeking emotional support) and the Teachers' Sense of Efficacy results. This correlation was selected in order to aid the process of triangulation to determine if there were any circumstantial links between the teachers' sense of efficacy and the instrumental and emotional support provided by my study's intervention. The correlation was not significant, but showed a modest positive correlation between the two tests. However, there were other individual and contextual variables that may also have influenced this result: mentoring and other induction training.

7.1.0 Dramatherapy supervision as a coping pathway for self-exploration

Research Question: Can strategies from Dramatherapy supervision provide a coping pathway for self-exploration and personal growth among newly qualified teachers? Can strategies from Dramatherapy supervision empower teachers to manage factors influencing sense of self-efficacy in their new role as a teacher?

7.1.1 Findings

The dominant themes amassed in the data under the theme of coping and self-exploration centred upon the following variables.

- the positive affect of physical activities in the sessions
- the curative factor of the universality of the group experience

I have combined the two research questions above as they inform and impact each other. Personal growth and awareness leads to increased self-efficacy. Notably, there was a stark differential in this experience between Group 1 and Group 2. Only 3/10 in Group 2 cited it as a safe space (despite 7/10 citing it as useful to share/discover similar experiences with other colleagues) while 1/10 reported it as a place to offload. There is a discrepancy between Group 2's attitudes towards the sessions: 3/10 trusting the sessions as a 'safe space' and 7/10 perceiving it as 'a space to share similar experiences.' This denotes a positive attitude towards sharing challenges regarding pupils and a potential lack of trust in sharing their own 'vulnerabilities', but it may also be attributed to a lack of trust in me, the supervisor, as I may have represented an 'authority figure' which was a contentious variable for them. This was not explicitly expressed but they discussed a general fear of 'being judged'. This may also explain the differential in Group 2's ability to 'offload'.

Balancing support and uncertainty is one of the main trials of a supervisor with a novice therapist in the Stoltenberg and Delworth (1987) developmental model of (therapist) supervisee development, not dissimilar to Fuller's classic concerns-based model of teacher development, the initial stage of teacher development that focuses on the novice teacher's concerns about themselves (Conway and Clark, 2003). The trainee teacher is plagued by feelings of performance anxiety, insecurity, self-doubt amidst enthusiasm to do their best (Le Maistre and Paré, 2010) and the pressures of 'performativity' (§2.1.0) akin to trainee therapists (Stoltenberg and McNeill, 2011). The purpose of using strategies from Dramatherapy supervision was to support the development of self-efficacy and development by offering a non-assessed framework with the emphasis on creative exploration to perceive potential solutions and alternative perspectives (§2.5.2). Blatner and Collins (2008, p.143) highlight how the use of strategies from Dramatherapy decreases anxiety among newly qualified therapists and 'increases self-disclosure in a non-spotlighting way'. This is as a result of the use of metaphor and the 'helicopter perspective' that creative methods engender (§§2.5.2, 2.3.4-2.3.7).

7.1.2 The positive affect of physical activities in the sessions

My research corresponds positively with this 'focus on oneself' as 6/10 from Group 1 identified the supervision sessions as somewhere for them to offload and thus feel mentally refreshed, with one teacher citing that the sessions operated as a space 'to decompress' (§5.3.5), prior to them even discussing the impact it had on their relationship with their students. This was highlighted by both 'Aoife' and 'Michael'

in the case study examples (§6.2). O'Donoghue, Munford and Trlin (2006), in their study on social workers, revealed that novice supervisees valued supervision as a space to offload and share their frustrations.

Some of the sessions invited the participants, after a full day of teaching, to be open to risk-taking and to stepping into the unknown (Gomez and Smart, 2008), by engaging in physical activities and exercises – namely, ball throwing and/or parachute playing, as a method of transitioning from work to reflection. Chesner and Zografou (2014, p.33) quote Simone Ritter as stressing the benefits of interrupting one's 'functional fixedness' by 'approaching the familiar in a new and unfamiliar way'. The physical exercises did manage to disrupt this 'functional fixedness', and calmed some of the teachers down – in some cases, much to the surprise of the teachers themselves. They reported feeling better and more relaxed than when they initially arrived at the sessions, notably 'Michael' (§6.2). Chesner and Zografou (2014, p.35) advocate that creativity in supervision is dependent on relaxation in order to enable 'spontaneous solutions to arrive'. However, working in a non-linear mode was somewhat challenging for some of the teachers initially, as it contrasted greatly to the day-to-day structures and boundaries within the organisation and within the sphere of their roles.

The use of embodiment exercises such as the juggling balls and the parachute encouraged the teachers to engage with an awareness of their body process and facilitated more of an integration of mind and body (Kepner, 2014). 'Jane' (§6.2)

discussed how the juggling balls exercise gave her perspective on her attitude to work: juggling a lot of things at once. She concluded that from the exercise it was acceptable to drop the ball. This insight on her 'perfectionist' trait and self-acceptance of her limitations aided her in acquiring more appreciation for maintaining her own health. It helped her to make a more informed choice about coming into school when she was ill later in the year, as she realised things would still continue without her presence (§5.3.5). This reflects the concept of 'satisficing' (Le Maiste and Paré, 2010, p.562), which involves the gradual accepting of an outcome that is 'good enough' despite not meeting the original idealised expectations. This NQT's insight on accepting that it was acceptable to drop the ball enabled her to set healthy boundaries and become more assertive when necessary, demonstrating personal growth, awareness and increased self-efficacy.

Retrospective reflection that took place as part of the IPA interview process enabled some NQTs to learn about their own learning styles and challenges. One reflected how creative methods, compared to verbal presentations, suited her preferred kinaesthetic learning style better as a result of her dyslexia (§5.5.5). Play and drama (§2.5.2) offer children, and in the case of my research, adults, with a disability, a unique opportunity to 'learn how to do something by doing it' (Peter, 2003, p.21). These findings also align with Ko (2016), knowing one's need for self-care, and Zorga (2002) who indicate that if teachers are more aware of their own triggers, and in particular how their education has influenced their teaching, they may have more empathy for their students, and subsequently resort to more appropriate behaviour

management strategies (Riley, 2011; Hinshelwood, 2009). Throughout the field work NQTs from both cohorts contemplated their own experience in education, which reverberates with Stanislavski's system (P. Jones, 1996), concerning the actor's ability to explore her/his own living experience in order to trace resonances with the lives of the characters they portray (§2.5.2). Group 1 explored the impact made on them by teachers who left their school when they were students (§6.4) (Table 6.1). Group 2 reflected on their own teachers' attitudes towards them as pupils and towards education in general, which greatly influenced their experience of education (§6.5) (Table 6.2).

The triggering of memories from the NQTs' own education suggests that there was a shift occurring in their awareness of their developing teacher identity, through working with an embodied experience and noticing their somatic responses (Butte and Hoo, 2014). It compares to their professional developmental stage – the focus being on themselves (Fuller and Brown, 1975). This pertains to Jennings' (1999) EPR paradigm in Dramatherapy. According to Jennings (2010), the three stages of EPR and their appropriate transitions are crucial for healthy growth and development. The teachers' responses to the physical exercises in the sessions align with Jennings' theories on EPR, whereby sensory awareness, projection and play, form a basis for the growth of identity and independence. EPR in supervision serves to strengthen the imagination, develop resilience, provide a ritual between everyday reality and dramatic reality, facilitate problem-solving and offer the skills and experience to be part of the social world (Jennings, 2005).

The EPR model (§2.3.4) also offered a useful lens through which to evaluate how the supervisees conveyed information about the dynamics of their practice directly, rather than talking about their work, notably during the sociometry (§2.3.7) exercise of exploring a ‘set’ of a classroom, with Group 1 (§6.4, Table 6.1). For one participant, it facilitated a change in his perspective of spatial dynamics in the classroom and how it can affect behaviour. He recounted in the interview that he gave ‘agency’ back to a ‘difficult pupil’ by asking the pupil to choose a seat that he felt would improve his behaviour and concentration. This embodied exercise enabled the NQT to attain a deeper understanding of a pupil’s behaviour and thus reach ‘elucidating answers to problems’ (Butte and Hoo, 2014) of space and behaviour. For ‘Jane’ (§6.2) it triggered a classroom memory as a pupil at school. It reminded her of enduring a difficult situation in the classroom space that was disempowering and uncomfortable, which heightened her self-awareness and empathy for her students. These experiences substantiate that when an individual’s body is involved in the dramatic space, it can engender increased awareness of the body’s potential, increased awareness of personal obstacles, and a shift in an individual’s relationship between their body and their identity, and in my study (§2.3.4), an increased awareness of the other (P. Jones, 1996). Some of the teachers recognised the mutual stresses endured by both them and their students, which rendered them both emotionally and physically exhausted. This highlighted their understanding of their students through their own self-awareness and reflection.

The teachers' increased awareness of the body's potential was expressed through their response to the calming effect of lifting the parachute in concert above their heads and allowing it to 'exhale' to the floor before raising it up again. This 'breathing together' as an ensemble provided them with 'the time out from the movement, to see what all the movement is about, to disembark the rollercoaster for a while and reflect (Gray, 2002). The repetitive movement in unison devised what Schuchner (2016) calls a meditative state that fosters union within the group. This may also be indicative of focusing on the 'here-and-now process', encouraged in the supervision of Dramatherapy and psychodynamic thinking (§2.5.1), in order to gain a more coherent understanding of the therapy process, as it is facilitated in the supervision process (Jones and Dokter, 2008), namely, mode 5 in the double matrix model, exercising reflection-on-action to reflection-in-action (§2.3.2.3). More importantly, the ensemble nature of the parachute exercise provided the teachers with a 'living in the present moment' experience. It gave them respite from dwelling on their occupational stress, something which can be particularly taxing for teachers at the start of their careers. This positive outcome was reported by an NQT in Group 2, who reported that one particular session provided her with a necessary break from marking, which then helped her assess more objectively when she returned (§5.5.5).

In this way, the sessions facilitated a space to develop 'habits of mind', 'those dispositions toward behaving intelligently when confronted with problems, the answers to which are not immediately known' (Roeser et al., 2012, p.1). These 'habits' contain inclinations to collect information through all of the senses, to be

cognisant of and consider experience in a non-judgmental manner, to be flexible when problem solving, to regulate emotion and be robust after hindrances, and to pay attention to others with empathy and kindness (Jennings and Greenberg, 2009).

Within the field of therapy this notion of compassion is central to a humanist/client-centred orientation, whereby the therapist is trained to treat the client with ‘unconditional positive regard,’³⁰ a stance influenced by (Rogers, 1961, p.283).

Rogers (1967) strongly believes in the adaptation of client-centred principles from psychotherapy to the educational arena, in particular some of the core conditions of client-centred practice: the teacher’s congruence, acceptance and understanding and the basic motives for teaching. Rogers perceives the basic motive as aiding the student to self-actualise. However, this is not possible if the teacher has not had this learning experience themselves or the space to

be the person that he is, and be openly aware of the attitudes he holds. It means that he feels acceptance towards his own real feelings. Then he becomes a real person in the relationship with his students’ (Rogers, 1967, p.287).

If these attitudes remain outside conscious awareness, there is a danger that emotional labour and cognitive dissonance will prevail and negatively impact on teachers and

³⁰ Much feeling of acceptance for the client’s expression of negative, ‘bad,’ painful, fearful and abnormal feelings as for his expressions of ‘good,’ positive, mature, confident and social feelings. It involves an acceptance of caring for the client as a separate person, with permission for him to have his own feelings and experiences, and to find his own meanings to them.

their students (§2.1.3) and the ability of teachers to care will subsequently be compromised. It is vital that teachers' ability to care is maintained where there are high levels of need and high levels of personal connection (Skovholt and Trotter-Mathison, 2014). The teachers (from Group 1) reported feeling clearer and lighter after the sessions, suggesting that these provided a healthy 'transition' from their teacher roles to their other roles. The strategies from the Dramatherapy supervision experience, in some cases, provided a pleasurable distraction from the stressors of the day. Schools are ever-changing landscapes that require high degrees of adaptability and improvisation. The sessions operated as a form of de-roling from the dramas (P. Jones, 1996) or stresses and strains of the day, serving as a threshold, during which the teachers had the opportunity to assume their ordinary identities (Andersen-Warren and Grainger, 2000), so that some acceptance of 'instability of being' in their new role, could be assimilated into their psyches (Johnson, 2009, p.7) through creativity and reflection. This notion of de-roling is a significant part of the therapeutic process in Dramatherapy practice as it marks a 'shift' which entails transitioning from the activity to 'digesting or absorbing' the process (P. Jones, 1996, p.29). This is pertinent for teaching practice as the sessions offered a method of punctuating the working day from the rest of the teacher's life, enabling teachers to decompress and support their well-being, thus rejuvenating clarity and focus.

These embodied experiences of relaxation and renewed alertness can be aligned with findings from research based on mindfulness meditation with trainee therapists (Shapiro, Brown and Biegel, 2007). Mindfulness is described as the awareness that

emerges through paying attention on purpose, in the present moment, and non-judgmentally to the unfolding of experience moment by moment (Shapiro et al., 2007). It is a strategy recommended by Morse et al. (2012) to combat burnout amongst nurses. Interestingly, some research within the field of supervision for therapists has explored explicitly the practice of mindfulness. Although ‘mindfulness’ as such was not a direct part of my study’s methodology (it was an emergent theme from the IPA findings), the use of creativity and embodied activities like juggling and the parachute had an implicit meditative impact. Creativity and play, like meditation, correlate with the right hemisphere, the seat of synthetic, concrete, analogic, non-rational, spatial, intuitive and holistic thought (Edwards, 1998) (§2.5.2).

Poulin et al. (2008) in their controlled two-year study on the positive outcomes of mindfulness practice with teachers, indicated increased mindfulness and teaching self-efficacy among participants compared with a control group. Other research that investigates mindfulness in education includes Kabat-Zinn (2003), Roeser et al. (2012), and Meiklejohn et al. (2012). Roeser et al. (2012) recommend that both teachers and students engage in mindfulness practice as a method of cultivating inner resilience and a fortified relational foundation in the classroom so that both can flourish professionally and personally. Roeser et al. (2012, p.69) report how in one programme, teachers kept a mindful emotion diary for a week, documenting their emotions, ‘emotional triggers’, and ways of coping in the classroom. The teachers were invited to reflect on their relationships with their students, notably those to whom they pay less attention, and to observe the changes when initiating more

positive and compassionate interactions with them. In my study, a lot of the focus was on the ‘troubled’ students and the NQTs reported, during the post-intervention interviews, how the sessions offered them time to more deeply consider their attitudes towards these challenging pupils (§5.3.5).

Within the field of Dramatherapy supervision, recognising emotional triggers, or what is referred to as counter-transference (§2.5.1, §2.2.2), and finding appropriate coping strategies, are essential components of therapy practice. Hayes et al. maintain that (2011, p.89) ‘all therapists, by virtue of their humanity, have unresolved conflicts, personal vulnerabilities and unconscious soft spots that are touched upon in one’s work.’ Therefore, clinical supervision is an ongoing process, integral to best practice. Dramatherapy trainees are encouraged to continually exercise their reflective skills, both inside and outside the supervision sessions. Dokter (Jones and Dokter, 2008) upholds that as the trainee becomes more adept at reflection-in-action (§2.2.0), on the parallel process taking place in the supervision session, the more capable they are of shifting this back to the clinical space. This is somewhat comparable to the mindfulness practice programmes (Roeser et al., 2012). However, these educational research studies are time limited and not embedded in the generic practice of teacher professional development or teacher training.

7.1.3 The curative factor of the universality of the group experience

The universality of experience is considered a curative factor in group psychotherapy. Gladding's (2011) research reports that the use of art and metaphor provides a tool for producing connectedness among clients, which was experienced in the sessions with the NQTs. My research provided the group with a space to 'learn by listening and contributing to one another's reflections during supervision' (Jones and Dokter, 2008, p.77). The collaborative physical exercises of the parachute and the juggling heightened these teachers' relief at the universality of their experiences (Yalom, 2005) and offered them the insight that feelings of inadequacy are common (Holloway and Johnston, 1985).

The Group 1 teachers enjoyed the collaborative nature of playing with the parachute, illustrating through embodiment, what Francke and De Graaff (2012) discovered in their review study on group supervision among nurses, that group supervision provides the opportunity for peer support, to interact with colleagues and to offer support to one another in professional growth. Similarly, in my study, the participants were also non-therapy professionals and the results were not conclusive with all groups investigated. However, this may be a consequence of differences in approach to group supervision. My study included a psychodynamic lens (§2.5.1), exercised through the double matrix model, as a method of exploring the underlying emotional factors that influence teaching and learning. Teachers and nurses, however, do not receive group dynamics or even psychodynamic training, which can render the group dynamics challenging (§2.3.5). However, psychodynamic thinking (Eloquin, 2016)

(§2.2.2) is not new to teaching and is a prime ingredient within ‘Work Discussion Groups (WDG),’ conducted by the Tavistock model (Bradley and Rustin, 2008) and Jackson (2008) (§2.5.1), where it is ‘used as a means of promoting understanding of the emotional factors that influence teaching and learning’ (Hulusi and Maggs, 2015, p.33). This work discussion approach has been applied to groups of doctors (Balint, 1957) and teachers (Harris, 1987; Jackson, 2002; 2008) The Work Discussion Group (WDG) is similar to my intervention in that the teachers were invited to bring case examples of their work with pupils as the stimulus for group discussion. However, I included an introductory warm up activity to help teachers identify situations for exploration as opposed to bringing prepared cases (§3.6.2). My group was only for NQTs, compared to WDGs’ open group policy to all teachers. Also, the WDG model is structured around individual oral presentations compared to the creative group approach to exploring issues in the sessions, akin to classroom group activities.

The universality of experience (§§5.3.5, 5.5.5) was said by both cohorts of NQTs to help them cope with stress and also gave them a sense of reassurance (Grant and Kinman, 2010). The sessions offered the teachers a potential space (Winnicott, 1971), in which they could ‘play’, and receive peer support and ideas about alternative ways of coping and managing difficult students, through sharing and listening. This would not have been possible in individual sessions. One method of coping is by comparing and sharing experience with others, which lessens feelings of isolation. Research by Jackson (2008), through his facilitation of the Work Discussion Groups, validates my study’s finding of how the group sharing experience reduces isolation. This coincides

with the Brief COPE findings, from an observational standpoint, that reveals how direct action methods of planning, instrumental support and emotional support were more prolifically relied upon (§4.1.2).

During the field work the participants often joked and laughed whilst creating their group sculpts and drawings which I perceived as quite childlike (Appendix 8 and 9). However, this often reduced their inclination to continue negatively ‘venting’ about the challenges of the day. ‘Making positive comparisons with others is useful, as is using humour and being willing to accept the reality of a stressful situation’ (Adamson et al., 2012, p.6). Interestingly, this coping strategy of venting aligns with an increase in venting in the Brief COPE for Group 1 (Figure 4.1) (§4.1.2) at that time during the fieldwork, which could be due to the NQTs’ use of the supervision as a space to offload. This was in contrast to the self-reporting of venting in Group 2, which gradually decreased (§4.1.3). Surprisingly, the relief of sharing classroom challenges and strategies was more strongly felt by the teachers in Group 2, which made the NQTs feel less isolated. Group 2 revealed how they rarely had time to meet as a group outside of NQT training sessions. This substantiates the literature on the sense of isolation experienced by some teachers in the induction year (Le Maistre and Paré, 2010; White and Mason, 2006; Miller, 1996). This also aligns with more recent educational research conducted by Cameron and Lovett (2015) who conclude how collegiate support from colleagues, staff and mentors is instrumental in building resilience and reducing burnout.

The NQTs experienced the sessions as a space to decompress/offload. These ‘embodied’ words used to describe the sessions suggest that the intervention enabled them to feel physically less burdened and stressed. Even if some did not mention the physical exercises, they used ‘embodied’ language to evaluate their own developing sense of self-awareness. An NQT from Group 2 described how the sessions helped him to ‘come out of his shell’ (§5.5.5), as he described himself as being quite shy. The physical exercises of the parachute and juggling improved some of the teachers’ coping strategies when under stress. The sessions facilitated a shared experience that provided the NQTs with peer support and commonalities regarding managing and motivating pupils that generated reassurance, self-awareness and increased self-efficacy (Gavish and Friedman, 2010; Woolfolk and Hoy, 1990).

7.2.0 Accessing student awareness through self-exploration

Research Question: Can strategies from Dramatherapy supervision help teachers gain awareness of the social and emotional processes involved in teaching and learning? Can strategies from Dramatherapy supervision empower teachers to manage factors influencing sense of self-efficacy in their new role as a teacher?

7.2.1 Findings

- ten out of ten NQTs in Group 1 reported that they attained insight into their own and the students’ behaviour compared to 6/10 of the NQTs in Group 2.

- exercises that included using projective techniques and metaphor to represent challenging situations and class groups provided 10/10 of the NQTs in Group 1 and 6/10 in Group 2 with more understanding of their own and their students' social and emotional responses in the classroom.
- in some cases, this heightened awareness of the students' motives prompted the NQTs to make the necessary modifications to their classroom management in order to de-escalate potentially volatile situations.

7.2.2 Insight into behaviour and relationships

The classroom is a place of high drama. One unit of energy against one hundred and seventy-five units of energy, one hundred and seventy-five ticking bombs and you have to find ways of saving your own life! (McCourt, 2005, p.255).

One of the primary aims of my study was to provide a space where the NQTs could explore the motives and meanings behind the complex behaviour presented by their pupils, that can contribute to occupational or 'contextual' stress and low self-efficacy (Hulusi and Maggs, 2015). My IPA findings reveal that 5/10 (Group 1) and 6/10 (Group 2) found pupil behaviour challenging (§5.6.4). This corroborates with the field work whereby pupil behaviour was a salient issue of exploration (§§6.4, 6.5). My research aligns with a recent study that reports that negative behaviour is one of the variables driving teachers out of the profession: 68% of 1,400 teachers (House of Commons Education committee, 2010–2011) (§1.2.2). However, when teachers react in inappropriate ways to behaviour, it can impede positive student–teacher

relationships (Riley, 2011) (§2.1.5). Steel (2001, p.95) argues that ‘staff stress is undoubtedly a contributory factor in how pupils’ behaviour is viewed and managed.’ This in turn influences how teachers respond to poor behaviour: a reactionary, as opposed to a reflective response, can often exacerbate a situation for both teachers and their pupils.

However, teachers are more likely to resent their pupils and react impulsively if they feel unheard and unsupported by senior management (Jackson, 2002), whereas teachers can feel more resilient and self-efficacious when supported by their school community (Day and Gu, 2014; Hong, 2012). Chong et al. (2010) explore how the promotion of the teachers’ sense of relatedness or caring and their awareness of social and emotional processes. Relationships can become extensions of students’ personal reserves to decrease negative affect. This ‘sense of relatedness’ also has implications for the teachers’ ability to moderate their own affect and subsequently improves their sense of self-efficacy (Tsouloupas et al., 2014). This was evident in my study, notably when the NQTs commented on their improved relationships with pupils by the end of the year (§§5.3.5, §6.2). Difficult student–teacher dynamics were explored through creative methods in the sessions, which facilitated an exploration of the potential motives behind the pupils’ behaviour. The teachers in Group 1 drew metaphoric environments to represent their classes. One included an image that represented the emotions and challenges of a difficult-to-manage year 8 group. They drew a bouncing castle and represented the students on the castle with thought bubbles expressing the needs of the group. Jennings (2005) argues how the child’s early experiences are

physicalised through the body and expressed through bodily movements. In the sessions (§6.4, Table 6.1), we explored how the needs expressed were much younger than the chronological age of the students and the instability of their foundations or a secure base, (Bowlby 1982) was portrayed through the metaphor of the bouncing castle. This technique of creating images to represent these challenging classes enabled the NQTs to access issues and processes in a way that words could not (Jones and Dokter, 2008).

Three of the teachers from Group 1 discussed this year 8 group during the interviews and reflected on how challenging they originally found these students. They also discussed how these students cast them (NQTs) into the role of parents (Wentzel, 2002) (§6.2). The students' attachments to the teachers were often illustrated through embodiment, such as asking the teachers for help with doing up their ties and their need for constant reassurance from the teachers about their work by seeking out close proximity to them. These findings align with the literature (§2.1.5) that children, especially those with attachment difficulties, often seek a corrective emotional experience with their teachers (Kesner, 2000). This was demonstrated by the end of the academic year by some of the NQTs, who acknowledged the significant role they played in their pupils' lives.

This teacher–parent role mirrors some of the research conducted on whether the transition to motherhood has an impact on the woman's sense of identity (Smith,

1999). Two of the NQTs from Group 1 explicitly made links between the nebulous overlapping quality of the two roles (teacher and parent) regarding the emotional and physical attachment of the students to the teachers. Smith's (1999) study reveals that pregnancy is a time of psychological preparation for motherhood, providing a woman with the space to reflect on her changing role. Teachers, conversely, do not obtain a transitional phase or rite of passage in their shift from one role to another. This has been exacerbated since the decentralisation of teacher training from higher education institutions to training schools in 2010 (§1.3.1.).

This attachment behaviour was in stark contrast to the teachers' initial experience of the pupils. The NQTs felt the pupils initially distrusted them as a result of high teacher turnover rates the year previously (§2.1.1). This was the case for both cohorts (§§5.3.4, 5.5.4) (Jane, 2010; Martin et al., 2012; Youell and Canham, 2006). The NQTs in my study realised the psychological impact made by the revolving door in teaching on the students' emotional well-being and their pupils' ability to form trusting relationships with them (§§5.3.4, 5.5.4). This authenticates Youell and Canham's (2006) argument that the loss of a school relationship, whether with peers or staff, can reawaken conscious and unconscious memories of previous losses and thus impact vulnerable students who may already have pre-existing attachment difficulties (Bomber, 2007) both emotionally and cognitively. These findings and the themes of vulnerability from the field work (§§6.3-6.5) indicate that a lot of the 'difficult students' taught by the NQTs had potentially quite insecure attachment styles.

The NQTs in Group 1, including ‘Michael,’ reflected on the impact that teacher absenteeism and transitional periods (beginnings and endings) (§6.2) had on the pupils (§5.3.5). Some reflected on how they had become aware of how their pupils responded negatively to their absence (§5.3.5). This was predominantly with younger students (years 7, 8 and 9). Both cohorts explored the text of *Teechers* (1989) by John Godber within the sessions, as a tool to gain insight into how schools provide containment for children (Youell, 2006) (§§6.4, 6.5). Jenkyns (1999) defines how containment within Dramatherapy and supervision is achieved ‘by clear aims, task setting, task and role boundaries and the maintenance of these in spite of difficulties that might occur’ (cited in Jennings, 1999, p.192). The scene we explored from the play sees one of the ‘naughty’ students, Salty, express his despair at leaving school because he fears the unknown without the containing structure of school. Teachers from both groups reported gaining insight into student motives and behaviour through the character of ‘Salty’ in the play. Group 1, in session 13 (Table 6.1, Appendix 8), read the text in silence and then laughed in agreement with the parallels to some of their own students. It helped group members make sense of some of their own pupils’ depressed responses to leaving school. In Group 2 (§5.5.5, Table 6.2), two of the teachers reported in the interviews on how the script helped them obtain an alternative perspective on the socio-economic status of their students and it prompted them to find alternative ways to helping students that resonated with the character of Salty. Through the exploration of Salty, the NQTs’ viewed their students from a different perspective and they were subsequently able to find their own solutions to best support these pupils (Andersen-Warren and Seymour, 2008). The text provided what

Goffman (1986) refers to as a theatrical frame that facilitated the transfer of meaning from the text to their own school context (Kuhn, 2012). This finding corroborates studies conducted by Duffy (2013) (§2.3.4) and Sommer et al. (2010). Both my study and Duffy's share commonalities in that both investigated metaphor work (as an alternative way of reflecting) with newly qualified/trainees (NQTs and counsellors) both had small sample numbers, 20 and 9 respectively. Sommer et al. (2010) concur that using familiar stories/themes with trainee counsellors stimulated self-reflection.

One teacher from Group 1 was particularly struck by the impact that the end of an academic year had on young people and planned to integrate a transitional theme into her lessons, to bridge the closing term and the start of the next academic year. This demonstrates how this NQT's exploration of her students' behaviour around 'endings,' offered her a deeper understanding of the potential reasons behind the behaviour, thus enabling this NQT to find their own solutions to manage the end of term more effectively (Jackson, 2008) (§5.3.5).

The sessions encouraged the teachers to experience being physically and metaphorically outside their comfort zone as a method of empathising with their students, whose very stage of development, adolescence, was underpinned by chaos, identity confusion and heightened emotional states (Sokol, 2009). This aligns with the recent Carter Report (2015), which has recommended more training on behaviour management and adolescence (§1.3.1) for trainees. McCourt (2005) humorously

depicts the uneven ratio of teachers to students and the potential emotional cogency that ensues from this dramatic dynamic. Secondary school teachers in particular are exposed to the emotional turbulence of students who are bearing the physical and emotional rollercoaster of adolescence. Both cohorts explored and reported gaining insight about the dynamics of this transitional stage of development in the sessions: 3/10 of the NQTs in Group 1 and 6/10 in Group 2 gained useful insights into some of the theoretical concepts that explored the learning relationship, adolescence and the neurobiology of the teenage brain (Morgan, 2007) (§§5.3.5, 5.5.5).

De la Sierra and Schachter (2013) divides adolescence into three stages: early (12–15), middle (15–17) and late (17–21). The conclusion of this stage of development is characterised when the change of numerous identifications heads to the attainment of a constant, well-established personal and sexual identity. This has implications for my study as newly qualified teachers at the start of their career are often close in age to their pupils and are therefore, potentially still adolescents themselves, developmentally. This is in addition to their developing stage as a teacher (§2.3.2.2) and can be quite disconcerting when they perceive a reflection of themselves through the behaviour and attitudes of their pupils. I often sensed their resistance, which I perceived as adolescent in nature (Appendix 8 and 9), and this prompted me to reflect on my own adolescence, which was dominated by a fear of authority (§6.3). The initial insights into behaviour focused on the presentation of the pupils' behaviour (mode 1, double matrix model) (§§6.4, 6.5) and the meaning behind it initially, and

then expanded into a deeper exploration of the relationship (mode, 3) between the teacher (supervisee) and the pupil (client) (Hawkins and Shohet, 2006).

7.2.3 The ‘here-and-now’ relationships reflected in the ‘there-and-then’

My study set out to investigate whether strategies from Dramatherapy supervision could help NQTs gain insight into the powerful impact of the emotions involved in teaching that are referred to as transference and counter-transference, in order to enable the NQTs to become aware of the parallel process (mode 5 and 6 of double matrix) or reflective process: that is, ‘the here and now as a mirror on the ‘there and then’ (Hulusi and Maggs, 2015, p.32), used in psychodynamic Work Discussion Groups in education (§2.5.1) (Jackson, 2008).

Investigation in the sessions into student behaviour gave rise to the NQTs’ identification with their former teachers. This was a salient theme in session 13 (Appendix 8) (§6.4) with the Group 1 teachers, who creatively explored their own educational experiences in response to how they were feeling about saying goodbye to their year 11 students. ‘Michael’ spoke about how one of his teachers did not say goodbye when he left the school and the subsequent negative impact this had on him. The NQTs in both cohorts made pertinent links to their own teachers and how they had been influenced by them and how, in some cases, they had consequently adapted their teaching style and attitudes towards their students. Interestingly, those with a positive experience wanted the same for their students and those with a negative one,

were determined to provide their students with an alternative experience. In Group 1 the NQTs were invited to create a sculpt of former experiences in school with objects and then make any changes they wished to the sculpt to represent a preferential situation (Table 6.1) (Appendix 8). The use of objects provided a space where entangled systemic relationships could be seen and shown (Davis, 2002). This demonstrates how the use of projective techniques, such as objects, can promote self-knowledge in particular, which can be transformational (Hinshelwood, 2009) (§§2.3.6, 2.3.7). The intervention in my study provided a space for the NQTs to reflect on their own experience of school and make comparisons to the backgrounds and experiences of their students through the use of creative methods.

The sessions provided some of the teachers with an opportunity to empathise with their students by drawing parallels between their own experiences, namely, feelings of uncertainty and vulnerability. One teacher from Group 2 commented on how a fear of being ‘judged as the weak one’ amongst the group was similar to how the students feel in lessons, demonstrating increased understanding of the students’ concerns. However, those who wanted to avoid their own vulnerability found it difficult, during the interviews and in the supervision sessions, to acknowledge their students’ emotional struggles. It is worth noting that even though they were not ready to explore this further, they were aware of it and one used a metaphor that they had created in the sessions, during the interviews, to reflect on how they had progressed. Feeling emotionally overwhelmed is also paralleled amongst trainee counsellors in

therapy research. Trainees are more likely to experience affective distress as a result of having less experience and being new to this way of thinking (Devilly et al., 2009).

The NQTs expressed how the sessions had fostered their increased awareness of pupil behaviour and that this made them more mindful of the students' amplified emotions, which led them to make the necessary alterations in their interactions towards their students (§5.6.5). Strategies from Dramatherapy supervision included projective exercises entailing the use of spectrograms/action techniques: choosing miniature objects to represent challenging situations and class groups (Chesner, cited Tselikas-Portmann, 1999), which provided some of the NQTs with more understanding of their own and their students' social and emotional responses in the classroom. The use of objects was utilised in the sessions to depict a situation for exploration of both the teachers' and pupils' feelings (§1.5.3). The focus was on the narrative that the objects represent. 'Aoife' responded how she left one session pondering her teacher identity and why she had chosen a 'bull' to represent herself and what this conveyed about how she saw herself as a teacher (§5.3.5) (§6.2). Another commented on how the use of metaphor inadvertently enabled them to find potential solutions to problems that may not have arisen through discussion, reinforcing Duffy's argument (2005, p.248) that 'metaphors can move beyond jargon and fixed interpretations to new realities, understanding, and self-awareness'. This demonstrates that through the tool of play, the NQTs gained a feeling of control over the complex classroom/school issues they confronted and learnt how to struggle with difficulties and solve problems (Ozbek, 2014) (§1.8.0). This also suggests that the NQTs felt more self-efficacious following

an improved understanding of pupils' behaviour and their ability to find their own solutions to issues. An increase in sense of efficacy in the Teachers' Sense of Efficacy Scale for both cohorts (from an observational standpoint), in classroom management skills (Figure 4.5 and 4.6), aligns with the IPA findings that strategies from Dramatherapy supervision augmented the NQTs' insight into the social and emotional aspects of teaching and learning.

Sherbersky (2013, p.94) (§2.3.7) argues that sometimes we need 'action insight' – an insight brought about by something that transcends the verbal process and integrates the 'emotional, cognitive, imaginary, behavioural and interpersonal leaning experiences' (2013, p.94). Newly gained insights prompted the teachers to question the underlying dynamics beneath the objects and images that they chose to represent themselves and their students. Little (1993, p.138) believes that the teachers' willingness to share their stories has a great potential for empowering teacher or staff development, because they provide 'meaningful intellectual, social, and emotional engagement with ideas, with materials, and with colleagues both in and out of teaching' (Little, 1993, p.138).

There is evidence in my study to show some in-depth understanding among participants of the parallel processes in the double matrix model of supervision (Hawkins and Shohet, 2006). One teacher from Group 1 identified the pressures that permeate down from senior management to the students, which can often pervade the

organisation and the wider social context (§5.3.5). This provided the teacher with a balanced way of thinking about the various relationships within the system (Wakeman, 2013). This substantiates Riley's (2011) research findings on the significance of understanding the '3Rs: the relationship from the student's perspective, relationship from the teacher's perspective and the priority given to relationship formation and maintenance from school leadership' (Riley, 2011, p.1).

However, not all the NQTs had this experience of insight and engagement. One of the reasons lies in difficult relationships with others in the school, as supportive relationships are essential for teachers to be able to endure the 'changing landscapes' of educational reform (Le Cornu, 2010, p.1) (§2.1.5). This problem influenced not just their attendance (§§5.2.2, 5.4.2, Table 5.1, Table 5.10), but also their engagement in the sessions. Notably, this experience of other relationships was also 'played out' in the here-and-now attendance and regularity of the sessions: 10/10 of the NQTs in Group 1 reported to have attained insight into their behaviour and the students' behaviour compared to 6/10 of the NQTs in Group 2. This may have been as a result of the irregularity and the limited number of sessions that Group 2 were allocated. In comparison to mentoring, which is deemed successful when it is ongoing and regular (Ehrich et al., 2004), my sessions were too few to meet the needs of the teachers and to build rapport and enough cohesion within the group. This may explain why all of Group 1 reported gaining insight despite 5/10 reporting on how a fear of being 'judged' by others permeated the group. This was in comparison to 7/10 of Group 2. Group 1 had more time to build a rapport. Conversely, participants from both groups

who attended few sessions still reported gaining insight from the strategies from Dramatherapy supervision. This depended on unique individual factors and will be considered in more depth later in the chapter.

7.3.0 Sense of Efficacy

Research Question: Can strategies from Dramatherapy supervision empower teachers to manage factors influencing their sense of self-efficacy in their new role as a teacher?

7.3.1 Findings

The findings in my research demonstrate that overall the NQTs had a moderately positive experience of their induction year. It is unclear in the research to what degree the strategies from Dramatherapy supervision sessions influenced the NQTs' confidence as there were many other internal and external variables. Therefore, for the purpose of clarity, I have split this question of self-efficacy into two sections: factors that enhance self-efficacy and factors that hinder it. Although the focus is on the intervention, the discussion includes additional findings regarding other contributing individual and contextual variables. This aligns with the pilot findings (§1.2.1) and the concept that individual and contextual factors cannot necessarily be delineated clearly as they are very much interconnected (Rinke, 2008) (§2.1.2).

7.3.2 Factors that influence efficacy

- reality trauma vs. survival
- mentor and school support vs. lack of support
- cultural parity vs. cognitive dissonance
- a number of variables contributed to the teachers' sense of efficacy:

Dramatherapy supervision sessions, mentoring, staff support, external training, as well as individual factors

7.3.2.1 Reality trauma Vs survival

Research has shown that there is a connection between low perceived efficacy and burnout (Wang et al., 2015). Tsouloupas et al. (2014) believe that alleviating emotional drainage at work is critical to improving a teacher's sense of efficacy as teachers experience stress when trying to manage problematic behaviour on the part of their pupils (Tsouloupas et al., 2010). Both cohorts in my study reported expecting behaviour to be challenging (§§5.2.3, 5.4.3). However, Group 1 did not envisage the emotional and physical impact it would have on their own physical and emotional health (§§5.3.4, 5.6.2). This finding was corroborated in the field work (§6.4), where the NQTs reported feeling like emotional punch bags. For some teachers, these interpersonal pressures manifested as prolonged illness and a reluctance to take time off when injured or unwell. Burnout can manifest physically as chronic fatigue,

headaches, gastrointestinal problems or insomnia (Rosenberg and Pace, 2006) (§2.1.4).

Hong's (2012) study implies that teachers with higher levels of self-efficacy and self-belief are more self-aware of their limitations and thus more confident in having their needs met. Conversely, teachers with lower self-efficacy have less self-belief and are less likely to perceive when they are approaching burnout and more inclined to turn their efforts inward to relieve their emotional distress, coping by withdrawal, which heightens emotional exhaustion, and depersonalisation (Bandura, 1997). Not surprisingly Leung and Lee (2006) found that the exhaustion dimension of burnout predicted teachers' intention to leave the profession. Teachers' low self-efficacy can be exacerbated when they receive a lack of support and recognition from colleagues and senior management, which if unnoticed, can result in burnout (Gavish and Friedman, 2010). This may explain the low retention rates in Group 2 at the end of the year (§5.4.2) and their low sense of self-efficacy during the final session (§6.5).

Reasons cited for emotional exhaustion among teachers include a contradiction between the teachers' expectations of their work and the reality of the experience (Friedman, 2000; Schonfeld, 2001) as well as conflicting messages between the training institution and the workplace (Le Maistre and Paré, 2004). The notion of a reality shock (Høigaard, 2012, Cameron, 2006a) was felt strongly by the NQTs in my study, notably in their retrospective observations of their own resilience and their

sense of survival at the close of the first year of teaching (§5.6.1), which substantiates Moir's (1999) stages of teacher development. Some of the participants in my study did report experiencing shock in the initial term, notably at pupil misbehaviour, the magnitude of their students' emotional and academic needs, the teachers' own emotional and physical exhaustion, and conflicting expectations between their values and those of the school and wider educational community (§5.6.1). This contradicts the recent research by Hobson and Ashby (2012, p.177) who reveal that it is in the second year of teaching that teachers are faced with more of a 'reality shock' than in the first year as a result of the cessation of NQT support post the induction year. This suggests that there is ongoing requirement for some kind of additional teacher support.

However, the NQTs in my study did not expect the induction process to be 'trauma' inducing (§5.2.3). During the interview process, I had some of the art materials created by the group at hand, as metaphor can aid people in reflecting critically about where they are and to consider their developmental processes (Deaver and Shiflett, 2011; Guiffrida et al., 2007; Young and Borders, 1999) (§2.3.1). These included both individual and group artefacts. Two teachers commented on their 'survival' by referring back to a piece of artwork created in the sessions, one commenting that she was no longer 'drowning any more', or stuck and that she was now 'going somewhere' (§5.3.1). This is a very interesting analogy of this teacher's initial response to teaching in respect to the outcome measure employed, Brief COPE (§3.2.1), which was originally derived in the aftermath of Hurricane Andrew. This

suggests how the transition from training to teaching can be a traumatic event for some depending on individual and contextual factors. This aforementioned NQT was very traumatised when completing the outcome measures at the start of the academic year, which triggered and aligned with my own counter-transference of vulnerability (§6.3). This teacher felt the supervision sessions were too emotive and opened up a can of worms (Rafferty and Coleman, 1996). She subsequently dreaded teaching the class (a challenging year 8 class) we had discussed in the sessions because of becoming more aware of the students' emotional needs and feelings which she did not want to consider. These pupils were reported on in the sessions and the interviews as a 'low ability group' with various learning and behavioural needs that had been grouped together (§5.3.2). During the interview, this teacher reported being shocked at the difference between the students in this school and those in a girls' grammar school where she had trained. This draws attention to the fact that teaching can be traumatising for some, as teachers are exposed to secondary traumatic stress or compassion fatigue (through exchanges with their pupils), which is defined as experiencing symptoms 'resembling the physiological, emotional and cognitive symptoms of victims' (Lahad, 1999, p.137). Teachers are, therefore, not immune to their pupils' trauma. (This was also evident amongst Group 2, after the murder of a pupil's family (§6.5, Table 6.2)).

However, despite the traumatic year this aforementioned teacher endured, and her resistance to the sessions, she chose to reflect on her difficult journey and her resilience through the drawing that she created in the sessions. This highlights the

advantageous use of metaphor as a reflective tool to perceive self-efficacy, demonstrating more insight about one's own process (Jones and Dokter, 2008). Interestingly, this was particularly relevant for two of the teachers who struggled to engage with the supervision sessions, attending only 3/15 sessions. It could be argued that reflecting during the interview on their year, through their art work, provided structure, continuity and meaning to their experiences. In relation to self-efficacy, symbols aid with assessing outcomes more readily when problem-solving (Bandura, 1986). During the interview process these teachers reported struggling excessively throughout the year. However, reflecting creatively in the interviews at the end of the year demonstrated that integrating the arts can assist with well-being and self-awareness (Deaver and Shiftlett, 2011). The use of creative materials as a reflective tool offered the teachers the process of understanding the practice setting from a variety of viewpoints (Loughran, 2002). Within my study this may indicate the beginning of the teachers' ability to understand their own journey first in order to empathise more fully with that of their classes.

The interview process was in itself a reflective tool and supports the benefits of one-to-one supervision for NQTs who felt distrusting of the group and wider school community. It also provided them with a 'third space' (McIntyre and Hobson, 2015, p.5) (§1.6.1) in which to 'offload' anything they may have felt inhibited about disclosing in the group setting. A participant from Group 2 refused to have her interview recorded, but was happy for me to take notes. This demonstrated her sense of agency to say 'no' to something, which she felt was not permitted elsewhere in the

school. Agency is referred to as the capacity of someone to ‘critically shape their responses to problematic situations’ (Biesta and Tedder, 2006, p.11), or the ‘capacity for autonomous action ... (independent) of the determining constraints of social structure’ (Calhoun, cited in Biesta and Tedder, 2006, p.11). The NQT informed me during the session that she had decided to leave the school, despite being offered a permanent position. This exemplified another method of her exercising her ‘agency’ and her potential growth in self-efficacy. It may have felt safer to disclose this with an external professional away from the gaze of the NQT group and the school community, which aligns with the literature in both social work (Hirst and Lynch, 2005) and Dramatherapy (Dokter, 2008) (§2.3.6). Hobson (2016) reports on the professional learning and identity development benefits of external mentoring for beginner teachers. External mentoring creates a non-judgemental ‘third space’ wherein mentees are able to discuss learning needs and take risks in the classroom. The benefits also include the facilitator having a better ‘overall view of the organisation’ and they are not involved in any assessment process. The limitations include being used as a scapegoat or being perceived to ‘disrupt ongoing practices’ (Tesleikas Portmann, 1999, p.17), which was felt by some of the NQTs regarding their workload.

This notion was substantiated by another NQT who compared the supervision to seminary internal and external forums, the former being evaluative and the latter being non-judgemental and reflective (§5.6.6). This links to Desimone’s (2014, p.101) research, which promotes the mixing of ‘in and out mentors’ (internal and external)

who provide feedback based on classroom observations – as well as classroom management and emotional support – as potential devices to improve learning opportunities for novice teachers. They also offer a potentially different perspective, and provide a safe place for teachers to discuss their struggles and concerns that they may not feel comfortable sharing with people inside their schools (Murrell et al., 2008). A positive increase in sense of self efficacy was corroborated in the quantitative findings. Although not statistically relevant, the pooled Teacher Satisfaction Scale (Ho and Au, 2006) and Teacher Sense of Efficacy Scale (Tschannen-Moran and Hoy, 2001) scores indicate that the mid- results (conducted in the second academic term) in the teachers' level of job satisfaction and perceived sense of efficacy are lower than at the pre- and post- stages (§4.3.1). This dip during the initial stage matches Moir's (1999) stage of reality shock and mirrors the differentiation stage in the process of therapy which is marked by the emergence of negative affect, avoidance and conflict (MacKenzie, 1994).

7.3.2.2 Mentoring vs. perceived lack of support

Research about the progressive effects of mentoring in schools concentrates predominantly on a reduction in teacher attrition (Smith and Ingersoll, 2004), (2.2.3). Nielson et al. (2006) and Street (2004) both discovered in their research the invaluable role played by the mentor in providing emotional and instructional support to mentees. Hulusi and Maggs (2015, p.35) argue that 'where teachers do not feel adequately contained in their work they will not be able to provide containment to their students, who in turn will not be able to engage effectively in learning.' The

NQTs in my study had survived the transition from trainee teacher to neophyte teacher (Le Maistre and Paré, 2010) and in some cases, this was in spite of not receiving satisfactory mentoring or induction. Seven out of twenty teachers across both cohorts reported not obtaining adequate formal support (§5.6.3).

Two of the teachers in my study (one from each cohort), who did not feel they received adequate mentor support incidentally acquired additional roles of responsibility (§5.6.3), which Tsouloupas et al. (2014) claim enhances a teacher's sense of efficacy (§2.1.6). This may explain why one of those teachers discussed the importance of being acknowledged by senior staff for their hard work, especially in relation to taking on a Head of Department role. This teacher felt abandoned by his mentor who left in the first term, and he subsequently took on the HOD role. It could be argued that the insecurity of lacking a mentor catapulted him into taking on more responsibility or imposing heavy burdens on himself to affirm his sense of efficacy (Hong, 2012) (§2.1.6). Later in the year, he received some mentoring from the Head teacher. However, other studies suggest NQTs are less likely to have a positive experience if the mentor is the Head teacher (Hobson et al., 2009), primarily due to the mentor's demanding workload, and therefore limited time available to support them (Rippon and Martin, 2006).

It is worth noting that across both cohorts there is a direct correlation between the teachers with supportive mentors, their sense of efficacy and their ability to engage

with the supervision sessions. Conversely, NQTs with mentors who did not support the supervision sessions were more reluctant to engage and more likely to miss sessions resulting in ‘splitting’ and projection between the supervision intervention and the existing mentoring (§2.2.2). This correlates with Dunning et al. (2005) who report splitting between teachers and senior management teams. (Splitting refers to the processes of splitting off parts of the self and projecting them onto others, which are either wholly good or bad (Pellegrini, 2010). As I was introduced to the NQTs by the senior management team, it could be interpreted that the teachers cast me as one of the senior teachers. This was expressed towards me by one of the teachers in Group 2, who openly stated that she did not trust me to keep the interview recording confidential from senior management, and consequently withdrew from being recorded but not from being interviewed. However, it is interesting to note that teachers who had previous professional work experience prior to entering teaching were not as inconvenienced or perturbed by this lack of mentoring support compared to those who had not (§5.3.1). This equated to half of Group 1 and 3/10 from Group 2. This may account for the contrast in experience of the induction year between the two groups. It may also explain the slight difference in ratings between the two groups in the Teachers Sense of Efficacy Scale. This outcome measure in particular positively increased towards the end of the year, corroborating the teachers’ verbal accounts in the interviews (§4.3.0). This phenomenon was more prominent in Group 1 compared to Group 2, potentially because relationships and staff cohesions were more robust amongst the school staff during Group 1’s NQT year, owing to the Ofsted inspection (§5.3.4). Moè, Pazzaglia and Ronconi (2010) conclude that a cohesive and pastoral

approach nurtures a community of good teachers – those that teach well and love their work. This entails a positive affect from working with staff and students, whilst concurrently managing stresses and believing that they can overcome adversity in their teaching role. In more recent research Skaalvik and Skaalvik's (2010) study found a correlation between high self-efficacy and emotional support from school leadership (§2.1.6).

Both NQT cohorts named having supportive and non-judgemental colleagues and mentors as essential to their experience of the year: 6/10 of the NQTs overall asserted that they had a positive mentoring experience (§5.6.3). The importance of collegiate support is a finding substantiated by Cameron and Lovett (2015), Marable and Raimondi (2007), and Kinman et al. (2011). The NQTs felt more contained, resilient and supported by empathic mentors and colleagues to whom they could offload without derision (Rippon and Martin, 2006) (§2.2.2).

Having both emotional and instrumental support from other staff was key to the NQTs' induction experience being successful. The quantitative results in the Brief COPE, although not of statistical significance, indicate from an observational standpoint that 'seeking instrumental support' was rated as one of the most prolifically used coping methods in both groups in this study, alongside 'planning and active coping'. Seeking instrumental support gradually increased in Group 1 compared to a decrease in Group 2 at the end of the year. There was a similar trend in

seeking emotional support: in Group 1, it steadily increased throughout the year whereas in Group 2 it decreased by the end of the year. One of the reasons for the increase in both instrumental and emotional support in Group 1 could be explained by the development of a collaborative and supportive school community (Day and Gu, 2014), as a result of the Ofsted Inspection in the second term previously mentioned.

7.3.2.3 Cultural parity vs. dissonance

Interestingly, the effect of receiving both instrumental and emotional support from mentors was enhanced by having a shared ‘background’ with mentors (§5.3.3). Four out of the twenty NQTs, including ‘Jane’ and ‘Michael,’ (§6.2) overtly commented on the comfort of having a mentor who shared a similar background. This substantiates the argument that job satisfaction and motivation are not only influenced by teachers’ interactions with colleagues and students, but also by individual factors, namely, cultural environment and cultural values (Huang and Van de Vliert, 2004; Yetim and Yetim, 2006). In my study, sharing similar values and beliefs included having the same ethnic, religious, cultural or educational circumstances. This helped some of the NQTs form a trusting relationship with their mentor which is perceived as the key to the NQT’s success during induction (Cameron, 2006; Chambers et al., 2010) and a subsequent reason for improved sense of self-efficacy.

Conversely, there were also instances where cognitive dissonance prevailed. Group 2 arrived the September after the Ofsted inspection, and therefore did not experience the

post-Ofsted ‘high’. In contrast, they were thrust into the goal of achieving an ‘outstanding’ grade, a level above the previous year, in future inspections. This engendered fear and anxiety around student achievement and was cited as a perceived expectation for the year as well as a potential challenge (§5.4.3). Although both groups equated ‘success’ as a measure of the students’ attainment grades (Wheatley, 2002), the Group 2 teachers were more pressurised by contextual factors, to enhance student marks than in the previous year and reported a fear of losing their jobs if their targets were not met. For one teacher in Group 2, this entailed inputting incorrect data to demonstrate progress, for another it required re-doing a module that was erroneously marked the year previously, adding to a sense of cognitive dissonance (Rideout and Windle, 2010) (§5.5.2). These examples of cognitive dissonance (Festinger, 1957) generated an air of distrust and fear about sharing information with other staff which was prolific in the interview accounts and supervision sessions.

Cultural dissonance existed alongside cognitive dissonance, a phenomenon that may present itself when individuals who participate in multiple cultures (most of us) are faced with situations where we perceive conflicts between a set of rules emanating from one culture and those from another. This phenomenon may even appear in the same culture (across ‘sub-cultures’) (Yowell, 1999), and in my study, was prevalent between the teachers and the students around behaviour. It was more openly expressed by the Irish teachers in the first cohort. There was a cultural chasm between their experience in Ireland (either as a student or a teacher) and this London school with an ethnic majority student body. Although ‘ethnicity’ was not explicitly cited as

a ‘challenge’, It may have been implicitly considered in their dismay over students displaying a lack of ‘respect’ for authority figures (§5.3.4).

Acquah et al. (2016) cite how Britain has a long-standing reputation in working with and accepting cultural diversity. Ofsted (2014) promotes cultural development in schools as understanding and acknowledgment of the wide range of cultural influences that have shaped their own heritage and those of others. However, the results would indicate that there was perhaps an assumption that all teachers (and indeed myself) would be adequately culturally equipped with an ‘in-depth’ understanding, without ensuring that cultural diversity was explicitly embedded in the NQT training programme, outside of a generic session on equality and diversity, from a contextual perspective as well as a pedagogical one (Paine, 1990). Understanding ‘cultural difference’ from a contextual perspective acknowledges that ‘difference’ is relational, and therefore, understood as socially constructed through interaction, the interface between individual and contextual factors (§§1.2.1, 2.0 - 2.2). Florian and McLaughlin (2008) caution how policies intended to compensate for perceived inequalities sometimes also exacerbate the differences they were devised to address as the policies illuminate difference as a problem. This was apparent in some of the sessions regarding the NQTs’ attitudes towards ‘low ability’ pupils. The sessions aimed to unpack some of the ‘deep rooted’ contextual notions of ‘cultural difference,’ in order to understand the sometimes oblique social and emotional obstacles in the classroom. It was only through this research that I became more cognisant of my own culture and the blind spots it conceals (Hall, 1989).

Interestingly the research reveals how the teachers who shared the same ethnicity as the students did not complain about ‘poor student behaviour’. On the contrary, they expressed compassion and empathy for their students. It is worthwhile noting that teaching was a second profession for these two teachers. Across the two cohorts there were three Black British African teachers, two Black British Caribbean teachers and one mixed (White and Black Caribbean) teacher (Figures 14 and 24). In their interviews, these participants expounded empathy and understanding of student behaviour, an attitude which may be due to the students’ attitudes towards them. Howes and Shivers (2006) discovered that children were less securely attached to their child-carers when they had a dissimilar ethnic background. Thijs et al. (2012) warn that caution must be taken when interacting with difficult students as it can be stressful. How a teacher reacts to and interprets the interactions with the students is likely to be influenced by a shared cultural background, whereas a majority of the teachers from White backgrounds experience ethnic incongruence (Thijs et al., 2012) with some of their students.

However, ethnicity was not explicitly classified by participants in my study as the source of this understanding or misunderstanding but was unconsciously present in the school and at times in the sessions. It was expressed artistically through drawings in the sessions (Appendix 8) but not directly articulated, which may have been indicative of a cultural dissonance amongst those teachers (Yowell, 1999). However, Dokter and Khasnavis (2008) comment on the importance of addressing differences in expectations and perceptions within intercultural supervision. Undoubtedly this notion

of dissonance may have also been experienced by the teachers' students, particularly those with lower academic capabilities, whose beliefs about education may have differed significantly from those of the teachers.

Dissonance was also apparent when teachers, including 'Aoife' (§6.2), commented on their disbelief at the less able students' inability to work independently, and their childish needs (§5.3.2). This may highlight an educational or indeed cultural gap (Epstein et al., 2008) between the teachers and the students in terms of their educational backgrounds and their social economic status. Or it may point towards a lack of understanding of attachment between students and teachers (§2.1.5). It could be argued that the ethnic divide was exacerbated by the educational gulf between the teachers and the students. For some of the teachers their own experiences of having an aptitude for learning differed from that of their students, which widened this cultural disparity. This gap translated to the Catholic doctrine underpinning the school ethos, which in many instances, vastly differed from the faith of the students and the teachers. In one of the sessions the teachers expressed their horror at the fact that Mass had to be halted as the students 'did not know how to behave' (Appendix 8).

Jones warns against the concept of 'othering' (P. Jones, 2009, p.32), a 'process that aims to mark and name those who are different from oneself'. Jones discusses how this is sometimes used by adults towards children. It could be argued that both the NQTs and their students shared what is defined as 'othering', not just in the school

setting, but in society as a whole. The theory of identity formation inherent in the concept of othering assumes that subordinate people are offered, and at the same time relegated to, subject positions as ‘others’ in discourse. In these processes, it is the centre that has the power to describe, and the other is constructed as inferior. Jensen warns that the other is always perceived as the other in the sense of inferior, not in the sense of fascinating (Jensen, 2011).

Within the supervisory relationship there also exists a teaching and learning dynamic: the supervisee is in the ‘student’ role and the supervisor is in the ‘teacher’ role.

Therefore, I was not immune either to the forces of dissonance and parity, notably in relation to the NQTs who shared the same cultural background as myself, especially when they voiced similar thoughts about their surprise at their pupils’ attitudes towards authority (§§5.3.4, 6.3), stemming from their own education. This was demonstrated in the case study on ‘Aoife’ (§6.2) and by other Irish teachers, one commented that it was a shock how students in this school ‘answered a teacher back,’ something quite alien to our shared educational experience (Appendix 8). This mirrored my frustration and shock during the sessions when the NQTs (not from my cultural background) were talking amongst themselves during group discussions and not ‘respecting’ the supervisor/teacher (§6.3). This cultural and cognitive dissonance has implications for my study as it creates a backdrop to the research context and pinpoints an invisible obstacle to the potential success of the Dramatherapy supervision intervention. However, it engenders questions about future teacher training and supervision practice within schools as it suggests that teachers who are

culturally literate respond in ways that appropriately and proactively redirect students' behaviours when necessary (Cartledge and Kourea, 2008), therefore enabling them to engage in learning, and ultimately serves to reduce teacher stress. More importantly cultural diversity training offers the teacher insight and a deeper understanding of their own values and beliefs so that they can better grasp the social, emotional, cultural and educational world of their students and discontinue a cycle of inter-ethnic transference and intra-ethnic counter-transference (Tuckwell, 2002; Dokter, 2016).

Tuckwell (2002), and Alleyne (2004), argue that, without sufficient reflection, the inadvertent repetition of traditional power inequities and various unconscious enactments play out in therapeutic relationships. However, in the field of therapy there already exists a (psychodynamic) framework that explores this, namely, 'transference' (§2.5.1) (§2.2.2). It would seem common-sense that this level of awareness should be implemented in large diverse communities such as schools that comprise multiple ethnicities, and explicitly addressed. Riley (2011) outlines the beneficial results that can be gained from Head teachers reflecting on their behaviour in the classroom. Eloquin (2016) recommends supporting leaders and leadership teams as leadership affects a range of factors that preoccupy schools and those who work in them, including organisational culture as it impacts the emotional well-being of the whole school – well-being that includes an improved sense of systemic self-efficacy (Skaalvik and Skaalvik, 2010).

Addressing the well-being of an entire school is very pertinent to secondary school teachers whom Riley (2009) reported as being more anxious and avoidant of close relationships than primary school teachers. However, Riley's (2011) study includes senior management as well as teachers. This differs significantly from my research which focused solely on NQTs, which highlights the value of embedding systemic supervision/relationship building throughout an organisation. It potentially avoids the unconscious splitting and projection that occurred not just in the supervision sessions but also in the wider school context.

7.4.0 Additional Findings

Additional findings from the research illuminated some of the obstacles/individual and contextual factors that the teachers experienced which impeded their satisfaction with the year and their engagement in the supervision process. Major variables that hindered a sense of self-efficacy and permeated the sessions include: a fear of shame and judgement from peers, a fear of judgement from senior staff and vulnerability within the wider social context.

7.4.1 Teacher vulnerability

One of the main obstacles that the NQTs encountered were the feelings of vulnerability, engendered through their interaction with others, namely, staff and senior management. Both newly qualified teachers (Hobson and McIntyre, 2013) and therapists (Scanlon, 2000) share a common fear of exposure in front of colleagues

(Hulasi and Maggs, 2015; Jackson, 2002; Jackson, 2008). One of the main factors that impeded the NQTs' sense of efficacy was a fear of being perceived as weak (§5.6.4). This fear was expressed more intensely by Group 2, than Group 1, and was evidenced in their inability to trust each other, myself and themselves in the supervision sessions. This reflects recent research conducted by Hobson and McIntyre (2013) who discovered a growing concern amongst teachers to prevent significant others within or associated with their schools from becoming aware of what they felt were inadequacies in their professional practice. They use the term 'fabrication as strategic silence and strategic avoidance', to describe a reluctance to share difficulties openly with other staff members along with avoiding tactics employed to avert attention (Hobson and McIntyre, 2013, p.353).

Various examples that fuelled the fears of NQTs (from Group 2) included the dismissal of teachers throughout the year, and some NQTs not being offered permanent positions to fill teaching vacancies the following year. This was particularly evident in the NQTs who reported receiving little support. They avoided being viewed as vulnerable by evading the sessions and by not seeking help when necessary (§5.6.4). This echoes Mahony et al.'s (2004) suggestion that matters relating to performativity had come to steer the teachers' conceptions of professionalism. Conversely, whilst the NQTs who received adequate support were more transparent and open about their difficulties, they still commented on a concern about how 'weakness,' equated to showing vulnerable emotions, which was negatively received in the school.

Lacan emphasises that identity is formed in the gaze of the powerful (Gingrich, 2004). In Group 1, acknowledgement by senior staff was cited as important to the NQTs as well as non-judgemental support from their mentors (§5.3.3). Tsouloupas et al. (2014), Bechtel and O'Sullivan (2007), and Gu and Day (2007), draw parallels between teachers' sense of efficacy and receiving Head teacher and collegiate support. This was manifest in my study, notably with 'Aoife', whose induction was never formalised because of her 'temporary' contract. Teachers commented on being overjoyed by the acknowledgment they received either from Ofsted, the Head teacher and senior staff or local MPs. Therefore, their perceived sense of efficacy was heightened when their teaching was recognised by others in 'authority'. This was in contrast to Group 2, who felt more indifference towards senior staff (§5.5.4).

Emotion, a relational concept (Grant and Kinman, 2010) and the interface between individual and contextual factors, was felt strongly by the NQTs. The teachers reported finding the extreme emotions of the students, such as physical fights, hostility, lack of focus and defiance, exhausting (§5.3.4). However, vulnerability was a feared emotion that pervaded both the teachers and students. The teachers from Group 1 reported, both in the sessions and the interviews, feeling very overwhelmed and de-skilled with a year 8 group (§6.4). They needed to be able to 'teach' this group. The year 8 class was subsequently reshuffled, and 'offenders' were split up and threatened with removal to an unpopular year 8 class as a punishment, if their behaviour did not improve. One teacher, who struggled with her own self-efficacy and coping strategies, commented how 'this really switched them on as they were really

vulnerable' (Appendix 10: Folder 2). This aligns with Bandura's (1968) theory that teachers with low efficacy are associated with strict regulations and negative sanctions to push students to study and are generally cynical about students' ability to improve (§2.1.6). Power dynamics may well have contributed to an already complex web of interpersonal classroom dynamics, in an environment plagued by fear of judgment and retribution. Therefore, consideration must be given to the importance of ensuring that inclusive values (Peter, 2013) are maintained (Florian and McLaughlin, 2008) (§7.3.2.3), notably when teachers are under pressure, otherwise there is a risk of harming pupils (Sava, 2002) (§1.2.4).

Hawkins and Shohet (2006) illuminate how power dynamics, when working with difference, are heightened because of the lack of equality of power between majority and minority groups. Therefore, the (year 8) students' sense of self was inextricably linked to how their teachers (aka care-givers) related to them, as students lack power within the student–teacher dynamic. For some of the NQTs, their sense of identity, and vulnerability, was also connected to their relationships with both their students and other staff (Hargreaves, 2001) (§2.1.5), which may have explained their fears about being 'judged'. However, within teacher education, Riley (2009) challenges this balance of power. He maintains that the teacher needs to build a working relationship with at least one student in order to maintain her or his professional identity as teacher, since this identity is void if teachers do not have students or, I would suggest, if they do not have an effective relationship with them.

From a psychodynamic perspective, this terror of being judged negatively through the ‘gaze’ of others is what Sanderson (2015) cites as a fear of shame. Sanderson maintains that we manage unbearable shame by hiding it from self and others through denial and disavowal. This emanates from a fear of being judged as ‘lesser’, which consequently leads to a need to control what we show about ourselves so that shame can remain concealed. This may explain some teachers’ absenteeism from the supervision sessions and why some struggled to discuss their difficulties openly in those sessions. Brene Brown (2012) defines shame as the intensely painful feeling or experience of believing we are flawed and therefore unworthy of love and belonging. This can stem from a baby’s capacity to evoke a positive response in the mother. This, according to Mollon (2002), is the root of the baby’s sense of efficacy. If there is no positive response or indeed any response over a protracted period of time then the baby is likely to internalise the mother’s reactions as a negative judgment on the self, and subsequently feel impotent, ineffectual and emotionally insignificant (§2.1.6). However, feelings of shame can also be engendered by contextual factors, namely, the pressures of ‘performativity’ (Gu and Day, 2007, p.1303; Ball, 2003) (§2.1.0).

Riley (2009) states how insecurely attached children can develop into insecurely attached adults (§2.1.5). This has huge ramifications for teachers who have had such an experience in childhood, as they may define their success solely through others’ judgements and perceptions of them. Reflecting on previous experiences in childhood was triggered when the NQTs compared the behaviour of their students to their own behaviour at school. It is noteworthy that those who feared authority struggled the

most with the pupils' outbursts of bad behaviour, because it was in direct contrast to their own experience. In this instance, the 'there-and-then,' becomes the 'here-and-now (Hulusi and Maggs, 2015, p32).' However, these findings also suggest that caution needs to be applied when initially exploring the social and emotional aspects of teaching. Such an exploration can be too overwhelming and anxiety-provoking for teachers, as it potentially means admitting to difficulties (A. Jones, 2001; Johns, 2003) and the difficulties of others, which can trigger previous traumatic experiences. It also highlights the importance of relationship building training in teacher education, based on the student-centred (humanist) approach advocated by Rogers, 1990: Lewis, 2008; Cornelius-White, 2007; Riley, 2009. This is reflected in Dramatherapy supervision for therapists, where the imperative focus is on relationship exploration (Lahad, 1999; Jennings, 1999; Chesner and Zografou, 2014; Couroucli-Robertson, 2013).

This 'belief' of being unworthy was sensed by the teachers when their performance in the classroom and in student assessment outcomes did not match the high expectations set by the school, thus illustrating Nias' belief that teachers (1996, p.297) (§1.2.0) 'often so closely merge their sense of personal and professional identity that the classroom ... becomes a main site for their self-esteem and fulfilment, and so too for their vulnerability.' Feelings of shame, therefore, directly impacted some of the NQTs' sense of identity, especially at this initial stage in their career, as being scrutinised and assessed was part of the induction process (Sanderson, 2015). Culturally, it is interesting to note that the Southern Irish teachers, including 'Aoife,'

openly discussed their fears of being judged negatively in observations, or amongst staff if they asked for help. They did not want to be judged as ‘complainers’, which resonates potentially with the historically tempestuous Anglo-Irish relationship that instilled feelings of inferiority and ‘othering’ (Jensen, 2011) in the Irish psyche (O’Connor, 2014) (§6.3).

The notion of not being perceived as good enough was felt by both groups of teachers but in particular Group 2 (§5.5.4). Schore (1998) highlights the paradox of shame for those who have not received a good enough sense of self reflected back at them through the gaze of the caregivers. If the reflection is one of disappointment and disgust, then shame arises. The paradox lies in the (insatiable) need to be seen and the need to defend against the exposure to shame (Schore, 1998). This paradox was a phenomenon amongst a lot of the teachers and their students, predominantly in the lower-ability classes, the aforementioned year 8 class. This is exacerbated by the pupil’s stage of adolescence (§2.1.3). Erikson coined this developmental stage as ‘identity vs. role confusion’ (Fleming, 2004, p.9). Subsequently, this can arouse feelings of shame and embarrassment in those in contact with adolescents (Jackson, 2008). The notion of not being perceived as good enough was felt by both groups of teachers but in particular Group 2.

A fear of judgement was rife not just within the school but also in the wider political context of educational reform that included the public shaming of schools and

teachers with low academic prowess and the teacher strikes pertaining to changes in pensions. For the NQTs with inconsistent support, their fears were fuelled by the current emphasis on assessment and accountability within education, and the evaluative role of their mentors (Desimone, 2014; Hobson, 2009). This also reinforces the apparent pressures that performativity engenders in school communities (§2.1.0), which contribute to early attrition rates within the profession (§§1.2.2, 1.2.3).

Group emotional intelligence relates to how groups manage individuals' emotions, how groups regulate group emotions, and how groups interact with others outside the group boundaries, which contribute to organisational effectiveness (Cherniss, 2001). One of the teachers from Group 1 identified how the sessions gave her an insight into the ripple effect of vulnerability and anxiety that influenced staff and pupil (§5.3.5). This reinforces the literature that assumes the importance of a cohesive school community that promotes social support, in order to mitigate the negative impact of emotional demands on emotional exhaustion (Kinman, 2011; Almy and Tooley, 2012) (§2.1.8).

7.4.2 Vulnerability within the research

Within the literature there is an assumption that supervision is a positive process. However, there is also some recognition that it may not necessarily be viewed as exclusively positive (Wilkin et al., 1997). Cutcliffe and Proctor (1998) suggest that supervision is perceived to be linked to therapy and propose that a fear of being

‘analysed’ by the supervisor can evoke hostility and a reluctance to engage in supervision. A few of the NQTs from each cohort reported that they felt the sessions were a form of therapy because both reflection as a professional and as an individual (Panhofer et al., 2011) were included in the intervention (§5.3.0). This was an alien concept to quite a few of them. However, this is not a new phenomenon amongst non-therapy professionals (§2.3.6) or indeed therapists themselves, as supervision can be anxiety-provoking because it means admitting to difficulties (Jones, 2001; Johns, 2003). One of the challenges of group supervision amongst trainee therapists is the fear of being judged by others in the group and the feeling of not being good enough Scanlon (2000) (§2.3.11).

In my research, 6/10 of Group 1 reported experiencing the sessions as a non-judgmental space in contrast to only 3/10 in Group 2 (§5.6.6). However, half from Group 1 also voiced a fear of being judged by their peers. My conclusion is that the 6/10 referred to the delivery of the sessions and to myself, the facilitator. Reasons cited included a fear of a breach of confidentiality and being judged by other colleagues, which aligns with the aforementioned literature. A significant proportion of the teachers, from both cohorts, did not feel safe in the sessions. This parallels the teachers’ reports on the fear of being perceived as vulnerable in general in the school outside of the sessions: 4/10 in Group 1 feared being judged by colleagues for being vulnerable in the school compared to 8/10 in Group 2. The reasons behind this paralysing fear resided in how ‘weaknesses’ would be received by the senior management team (§5.5.4). A comparable process existed between NQTs’ fears of

vulnerability and those expressed by their students, notably the year 8 group that were threatened with withdrawal from class if they did not improve their behaviour. It is noteworthy that this increase in worry took place a year after the Ofsted inspection, indicating a parallel process of the school's fear of being assessed as inadequate in the wider social context. Given the current climate of prioritising measured outcomes and efficiencies within which much of the education sector and wider community is operating, it seems likely that staff may find it difficult to admit failings or discuss experiences of difficulties (Madeley, 2014).

Supervision can also become embroiled in the fear of being judged through the public gaze (Peach and Horner, 2007). Social work and education are similar in that both are *in loco parentis* to society's most vulnerable members. They maintain that because of public intolerance of mistakes in human services organisations, 'the sole goal of supervision is in danger of becoming the elimination of risk through the micro-management and surveillance of practitioners and their outcomes' (Peach and Horner, 2007, p.229). These findings correspond to the autoethnographic themes of a 'fear of authority' (§6.3) and being restricted by 'the system' or what Dramatherapist, Claire Schrader, calls, 'enslavement to the technological machine' (2012, p.103).

There was some ambivalence between the qualitative interview data and the quantitative outcome measures, which may have been demonstrative of this aforementioned fear of judgement. Denial also manifested in the NQTs' attendance at

the sessions. When analysis of the Brief COPE measure was conducted between survey points significant differences were returned for all time points (pre-, mid- and post-), notably between denial, substance and behaviour disengagement and the other eleven categories. This implies that there were significant contrasts between palliative, ineffective and direct-action coping strategies. Despite graphic accounts of hardships endured during the year and high levels of cognitive dissonance in Group 2, the ineffective coping strategy of venting was lower than Group 1 and one of the least reported coping strategies in Group 2. This corresponds to the fear of openly voicing concerns and worries. Denial is another strategy that contradicts some of the qualitative findings – it scored very low in contrast to the more ‘peripherally’ accepted coping methods of direct-action coping styles (§4.1.9). Initially I considered the possibility that the teachers may have wanted to ‘please’ me by not including the ineffective coping strategies. I was encouraged to be mindful of the potential ‘Hawthorne effect’ (§3.1). However, I reconsidered this reason as the interviews were conducted in a one-to-one dynamic and not in front of their peers and were contained by a working alliance (Meerkums, 1993) (§3.6.0), during which they were very open about their experience and the school and the supervision sessions as previously discussed (§7.4.3).

Some of the teachers in Group 1 stated in their interview transcripts how they observed others becoming stressed, but could not perceive their own difficulties – namely, illness, anxiety or working through injury – as stress-related or indeed stress-induced (Appendix 8). A reluctance by some of the teachers to consider the emotions

of their students as it was perceived to be too overwhelming, could also be conjectured as denial. Thus, denial and avoidance of the emotional challenges that affected teachers and students could be used interchangeably with the term ‘emotional labour’ (§2.1.3), the suppressing of true feelings (Taxer and Frenzel, 2015; Tsouloupas et al., 2010). This struggle, along with the psychological pressure of emotional dissonance, exhausts one’s emotional resources, which in turn can lead to emotional exhaustion (Hochschild, 1983) and subsequently attendance. Poor attendance (§§5.2.2., 5.4.2) by some teachers at the sessions was reported as a result of a heavy workload, which may well have been the case, but it also coincided with reasons pertaining to risk avoidance in the sessions by sharing these challenges with other teachers in the group. Both groups reported feeling overwhelmed by the workload and reported how this impacted on their attendance in the supervision sessions. Notably, after Easter, there was a decrease in attendance in both groups to an average of 3/10 in Group 1 (§6.4) (Table 5.1) and 4/10 in Group 2 (§6.5) (Table 5.10). Feeling too tired to attend the sessions was also identified by the NQTs. Sellen (2016) believes that long working hours are hindering teachers’ access to continuing professional development. Conversely, by abstaining from the sessions the teachers may have also been exercising their sense of agency.

Whilst emotional labour has its benefits through the modification of unhealthy negative emotions in the classroom, if there is no outlet for stressful emotions it can be detrimental to the teachers’ emotional and physical well-being. Taxer and Frenzel, (2015) Kinman et al. (2011), Korthagen (2001) (§2.2.0) and Hargreaves (2000)

(§1.2.3) in their research, call for interventions targeting teachers' experiences of emotions in teacher training to promote the occupational psychology of teachers. This aligns with Riley's (2011) argument for further teacher training (akin to that of counsellors) to cease the negative transfer of emotions from one generation to the next in order to prevent didactogeny, 'a faulty education that harms children' medically, educationally or psychologically' (Sava, 2000, p.1008). Similarly, in therapy, Adams (2014) warns therapists to be equally diligent and self-aware about their unconscious processes as they can negatively impact the relationship with their clients (§2.1.2).

7.4.3 Ambivalence towards strategies from Dramatherapy supervision sessions

A pattern of 'ambivalence' started to become apparent during the analysis phase of the research that was difficult initially to identify. I recall finding it a challenge to locate definitive themes due to inconsistencies and the paradoxes within the teachers' recalled experiences of the supervision sessions. Uncertainty around the expectations of the sessions occurred in the first year. One of the struggles experienced by the NQTs was the ambiguity around the compulsory component of the supervision sessions. The intervention was explained to Group 1 as voluntary in all aspects (§3.7). This could potentially elucidate why 3/10 in Group 1 felt the sessions should be optional (§5.3.6). The NQTs in the interviews revealed that there was a supposition on the part of senior management that all NQTs would attend all sessions. One teacher reported she wanted to withdraw from the research but was encouraged not to in order to avoid 'burning bridges'. This exemplifies some of the miscommunication and ambivalence that the teachers described during the intervention and interview process.

The most salient contradiction within the interview data is how much more beneficial the sessions could have been if there had been more trust and openness in the group. Eight out of ten NQTs across both cohorts expressed this, albeit in slightly different ways. This undoubtedly resonates with Fuller's teacher development 'concerns about the self' stage (Conway and Clark, 2003, p.466) and Nitsun's (1996) concept of the anti-group whereby the group becomes stuck and thus 'experienced as neglectful, depriving, and undermining,' instead of offering an 'empathic mirror to the group' (1996, p.1).

The NQT groups exemplified what Nitsun (1996) calls the 'metapsychology of group therapy', which is a series of ambiguities that often present themselves in inflexible opposition – the individual vs. the group. The following polarities emerged during this research analysis: gaining benefit from the supervision but not the group, profiting from the group when there was open support, losing when the group was destructive or closed, wanting emotional support but not wanting to know about others' (students and staff) emotional needs, feeling oppressed but not wanting to ask for help, reporting that the sessions didn't work but realising they did during the retrospective reflection that the interviews offered. This discovery of the teachers' process paralleled with that of their students. Moreover, at the end of the academic year both teachers and students demonstrated the capacity to survive the 'attacks' and develop resilience through their improved relationships (Tait, 2008). They demonstrated this growth in their relief at getting through the trials and tribulations of the year and in their projected hopes and intentions for the following year. Nitsun

(2014, p.5) believes that the ‘survival’ element reinforces trust and hope in the group and subsequently resilience as well as staff and collegiate support (§7.3.2.2). In this way, the anti-group, variously expressed through members and the group as a whole, both tests and deepens the capacity of the group to prevail. This was a crucial process for the teachers who are expected to have ‘the ability to work as a member of a team’ (Youell and Canham, 2006, p117) (§§1.2.1, 1.2.3). However, as Beddoe (2010) argues trust is essential for supervision to flourish and survive. This highlights the importance of implementing ‘ongoing’ support for teachers so that they can successfully go through these stages and develop resilience.

7.5 NQT Recommendations for future supervision

The teachers were invited to consider ways of improving/altering the supervision intervention to make it more efficacious in the future. I have included my responses to their suggestions in italics.

- Creative strategies from Dramatherapy supervision should be timetabled during the day as part of ‘directed time’, similar to mentoring. *However, induction training was also ‘directed time’. This may be indicative of the salient differences between the reflective and loosely structured supervision compared to the more structured thematic-led induction and Local Borough-based training sessions.*
- The sessions should be optional. *However, this was predominantly cited as a way of avoiding difficult group dynamics. If ‘supervision’ is to become part of*

the culture of professional development it is imperative that it is compulsory and part of a whole school community.

- One-to-one sessions should be offered alongside ‘group supervision’ to allow teachers to explore ‘sensitive’ owing to external dynamics in the school.
- As the sessions were clearly structured as compulsory (the research was optional) Group 2 did not suggest making it optional. However, one teacher suggested offering it to all staff not just NQTs *which aligns with Skaalvik et al. (2011) who highlight the importance of creating a supportive school environment that is modelled by the whole school.*
- Counselling skills for all teachers (Riley, 2011) should be integrated into teacher training and continued professional development. *Proposals have been initiated to support teachers on behaviour management in the Carter Report (2015)*
- NQTs requested more ‘case study’ examples and theory to explore in the sessions. *Davys and Beddoe (2009) support the educative role of the supervisor and advocate that student supervision should include guidelines and information, in order to allow them to begin to devise their own sense of mastery of the skills and interventions required by practice.*
- In the area of planning and active coping, instrumental support was more readily sought, notably obtaining feedback on performance, which was a prominent theme for some of the NQTs (§5.3.3). They wanted solution-focused advice on how to manage behaviour and devise teaching strategies, a finding substantiated by Rippon and Martin’s (2006) study.

7.6 Summary

My research aimed to investigate whether strategies from Dramatherapy supervision could augment the NQTs' experience of efficacy and coping strategies in their new role. The data includes an analysis of the post-intervention interviews, the quantitative outcome measures and the autoethnographic field notes of the researcher. The mixed method approach to this study helped to uncover various aspects of the NQTs' lived experience and offered explanations of a multi-faceted complex social world (§3.1).

The sessions provided the NQTs with the following:

- a coping pathway for exploration and personal growth through the positive affect of physical activities experienced in the sessions and the curative factor of the universality of the group experience
- an awareness of the social and emotional processes involved in teaching and learning through creative projective techniques that included drawing, images, sculpting and text exploration
- a sense of empowerment, acquired retrospectively, during the interview process, to manage factors influencing efficacy in their new role as a teacher, augmented partially by increased self-awareness and a deeper understanding and insight into pupil behaviour, through the employment of creative techniques

Other factors that influenced participants' coping strategies and sense of efficacy across both cohorts include the following:

- the NQTs' sense of efficacy is positively influenced by supportive colleagues, acknowledgement and overcoming obstacles, for example, the Ofsted inspection in Group 1
- the NQTs' sense of efficacy was challenged by a heavy workload and a fear of being judged by others
- the NQTs' sense of efficacy was inextricably linked to their relationships with pupils and staff, especially authority figures
- cognitive dissonance was a factor in how the teachers perceived their own abilities
- from an observational standpoint, there was a slight increase in both the Teacher Satisfaction Scale and the Teachers' Sense of Efficacy overall. However, ratings from Group 1 were higher for the Teachers' Sense of Efficacy outcome measure at the post time point. Ratings from Group 2 scores demonstrate a slight decrease in Teachers' Sense of Efficacy at the end point
- seeking instrumental support and seeking emotional support were the most reported coping methods across both groups in the Brief COPE
- NQTs with previous work experience had a higher sense of self efficacy and robust coping strategies
- coping methods strongly included avoidance notably for both groups. However, a fear of senior management and a lack of trust in both themselves

and the institution may have dissuaded them from responding truthfully about how they use ineffective coping methods in the Brief COPE

- conforming and not voicing difficulties was a prominent coping method, specifically for Group 2

Chapter 8: Conclusion & Recommendations

8.0 Introduction

This study aimed to investigate if strategies from Dramatherapy supervision could augment the NQTs' experience of self-efficacy and coping strategies in their new role (§1.1). Some clear findings from the IPA and the autoethnographic case studies have emerged from the data, which highlight that strategies from the Dramatherapy supervision sessions did aid the NQTs' experience of self-efficacy, coping strategies and their understanding of the social and emotional aspects of teaching and learning. However, several contextual factors impacted the efficacy of the Dramatherapy supervision: interpersonal dynamics within the wider social context and school community including mentors, individual factors (former educational (cultural) experiences in childhood), for some, the NQTs' professional role within the school and the number of allocated 'supervision sessions.'

The literature and the data gathered from this study indicate that my findings are not necessarily isolated to this one particular school setting. Therefore, my research findings have implications for future research on teacher training, the content of induction programmes and professional development. This chapter outlines potential recommendations for future research and includes the limitations of this study.

8.1 NQT retention following induction

My research aimed to investigate if strategies from Dramatherapy supervision could aid the NQTs' sense of self-efficacy and coping in order to manage some of the challenging aspects of teaching that contribute to attrition rates. The DfE (2015) reports that the number of teachers leaving the teaching profession as a proportion of the total number of teachers in service (known as the wastage rate), is 10.6%. A House of Commons report (2012) states that 48% of newly qualified teachers who study at undergraduate level leave the profession after five years and 43% of those who train at postgraduate level also leave after five years as a result of workload, school situation, turbulent student–teacher relational conflicts and the conflicting agendas between teachers and educational reform, which can contribute to burnout (§1.2.2).

Whilst I cannot draw conclusions on the impact of the intervention regarding teacher retention in the profession, I have included retention information regarding the NQTs' continuity in the school research site. All the officially registered NQTs in Group 1 were retained the following year. This success was shared with the NQTs by senior management as this was not a regular occurrence (§6.4). However, one of the NQTs, 'Aoife' was a supply teacher and was never officially enrolled on the induction programme owing to organisational oversights. She left the school at the end of the NQT year. Conversely, only half of the NQTs in Group 2 were retained the following year. This was due to the fact that two were not offered permanent positions and another three left to find work in other schools. These three substantiate Ingersoll and

Henry's (2010) findings regarding cross-migration of teachers from one school to another. However, in my study it is not stated as a result of the social economic status of the school. It was implied that their decision to leave was on account of dissatisfaction with the organisation.

The sessions in my study were embedded in the induction programme for both cohorts of NQTs. However, the regularity of these sessions diminished from fifteen in the first year to seven in the second year. This was as a result of more emphasis on training relating to exam preparation and data inputting systems. This decision was non-negotiable.

8.2 Overall findings

1. *Can strategies from Dramatherapy supervision provide a coping pathway for self-exploration and personal growth among newly qualified teachers?*

Strategies from Dramatherapy supervision can provide a coping pathway for self-exploration and personal growth among newly qualified teachers for some teachers within the induction year. Working creatively provided the NQTs with a space to physically and emotionally unwind. It offered them a reflective space to consider their responses to a demanding workload and helped them find alternative ways of coping. The sessions were one of the only places that the NQTs came together to reflect on their new role. This was more prolifically reported by Group 1. The universality of experience reduced their sense of isolation and the sharing of common struggles

provided some with solutions regarding classroom management and individual students. This was more strongly reported by Group 2 than Group 1 as a result of the number of sessions allocated, individual backgrounds and school contextual factors as discussed previously (§§5.6.0, 6.6, Tables 3.1 and 3.2).

2. *Can strategies from Dramatherapy supervision help teachers gain awareness of the social and emotional processes involved in teaching and learning?*

Strategies from Dramatherapy supervision can help teachers gain awareness of the social and emotional processes involved in teaching and learning. This awareness is more accessible for teachers who are emotionally robust enough to be curious about their own emotions as well as the emotions of their pupils. Those who are confident enough to take risks by stepping outside their comfort zone were more readily available to contain their students' heightened emotions. This level of confidence stems from previous work experience, inner resilience, and in some cases a strong faith and the support of the wider school community. The teachers reported how the creative activities: action techniques and text work in the sessions, gave them some insight into the reasons behind their own behaviour and that of their students. Some of the NQTs reported how issues explored in the sessions prompted them to make positive changes in their classrooms and in the way they interacted with their students. This was more prominent in Group 1 than Group 2 as a result of the number of sessions allocated, individual backgrounds and school contextual factors (§5.6.0, §6.6, Table 5.18).

3. *Can strategies from Dramatherapy supervision empower teachers to manage factors influencing efficacy in their new role as a teacher?*

Creative strategies from Dramatherapy supervision can contribute to teachers feeling empowered to manage factors influencing efficacy in their new role as a teacher in retrospect. Reflecting on the whole process at the end provided some teachers with a clearer view of the efficacy of the intervention and their own progress throughout the academic year. Supportive departments, collegiate staff, good relationships with students and student achievement all contributed to the NQTs' sense of efficacy. The research highlights that teachers who felt supported in the school by other staff and their mentors were more likely to have the capacity to reflect on their progress and engage with the sessions. It also aided their capacity to manage the contextual challenges of their new role. It was much harder for those who experienced a dearth of school support, or indeed those who were solely self-reliant, to engage in a group reflective session with an external professional. The findings align with some of the literature that states how teachers who do not feel supported by their colleagues and senior management can feel more vulnerable, which induces feelings of fear, powerlessness and defencelessness, which can lead to burnout (Brouwers, Tomic and Boluijt, 2011; Demerouti et al., 2001), and cognitive dissonance (Rideout and Windle, 2010) (§2.1.3) or contextual (Rosenberg, 1977) dissonance and for some early attrition (§8.1) (Carmichael, 2017).

Q. What Factors hindered their perceived sense of efficacy?

Individual factors such as cognitive and cultural dissonance, with both the school leadership team and the student body, were factors that impeded the NQTs' sense of efficacy. However, consistent mentoring and collegiate support enhanced their self-efficacy. This illuminates the crucial role that professional relationships play in mediating the NQTs' individual factors with the school's contextual factors (§2.1.0). However, the role of senior management in the NQTs' sense of efficacy cannot be underestimated. Almy and Tooley's research (2012) shows that the work environment in school, notably the quality of school leadership and staff cohesion, matters more, especially among teachers working in schools in areas with high levels of poverty, both nationally and internationally (Stephenson and Bartlett, 2009; Totterdell et al., 2004; Skaalvik and Skaalvik, 2011) (§2.2.1). Exhaustion and a heavy workload reduced the teachers' confidence in their new professional identity. Feelings of vulnerability, and the fear of being judged unfavourably, by both staff and students, impacted the NQTs' ability to take risks and to voice their needs and concerns, thus contributing to feeling inept at times.

8.3 Limitations of the study

During the early stages of the recruitment process I had originally hoped to conduct the fieldwork in contrasting secondary schools. Only one school agreed to take on the research, for which I am eternally grateful. However, it meant that the study was reduced to one school setting. Having an alternative experience, in an Academy, for

example, may have broadened the research findings and provided a comparative perspective. However, being confined to one setting offered me an insight into the teacher training process – where teachers are trained in the one school, with limited exposure to other schools and teaching experiences (§1.3.1). This aligns with Hobson et al. (2009) who critique the Government’s changes which can lead to early attrition during training owing to workload and negative school experiences. My study, through the use of autoethnography, also highlighted what is happening on a microcosmic level, thus illuminating more general information about the current climate of teachers and their occupational psychology (§3.5.1).

The outcome measures used did not statistically prove the efficacy of the intervention. However, they aided the triangulation of the qualitative data and gave the NQTs the opportunity to self-report on their perceived sense of efficacy, job satisfaction and coping skills. This was an important factor, as it could be argued, that the questionnaires gave them ‘agency’ to self-assess in an environment that they reported was dominated by the judgements of others, namely, lesson observations and Ofsted. Also, this mixed method approach helped to uncover the various aspects of the NQTs’ lived experience and offered explanations of a multi-faceted complex social world (§3.1)

The participants all worked together in the same school and in some cases the same departments. This, as the findings reveal, was very challenging and inhibiting at times

for the NQTs to openly engage in the sessions. A significant number commented on this in the closing interviews. It may have been more comfortable if the participants had come from different schools in the locality. This would be useful to consider in further studies.

The sample group of participants ($n = 20$) was problematic. A bigger sample may have provided more statistically significant data in the quantitative outcomes.

However, the inclusion of these outcomes unpacked the different dimensions of the NQTs' experience, namely, vulnerability within the organisation and thus augmented understandings of the multi-faceted complex social world of teaching (§3.1). The inclusion of case studies within the autoethnography chapter alongside the IPA findings provided more in-depth data on the NQTs' journey throughout the process and helped to contextualise the quantitative findings (Cassidy et al., 2011) (§3.4.2).

My research took place in an urban area. It would have been useful to have researched NQTs in both urban and rural settings to attain a clearer overall perspective of the NQT experience nationwide.

Although there were some surprising findings in the NQTs' comments about the benefits of the intervention, across both cohorts, it would have been preferable to have had fifteen sessions with both groups. However, I was particularly surprised by the 'meditative' effect of the sessions by both groups, namely providing them with a

space to decompress and reenergise, which helped with marking more objectively and helping them feel physically better (Jones, 1996) (§2.3.7). I was surprised because they did not mention this at the time and some felt the benefits from just one session.

There was no contact with the NQTs' mentors in the first year. In the second year, I was invited to explain the intervention and the research to them. However, if there had been more contact with them over the course of each year, perhaps they would have supported the NQTs more in engaging in the supervision process. It would also have been interesting to have researched their opinion on any changes they perceived in the their NQTs at the end of the year, as a result of the intervention.

8.4.0 Recommendations for future studies

The following section outlines recommendations from this study for future research.

8.4.1 Addressing the target driven educational climate

Teacher education would be wise to take into account the impact that a target driven climate has on the education and well-being of teachers and subsequently their pupils. It would be advisable to prepare teachers more effectively for the reality of teaching by developing their resilience and by assessing their levels of preparedness for teaching. This has implications for both teacher trainees and Dramatherapy trainees as both disciplines are embedded in the education system and are influenced by political

reform in the wider social context. Dramatherapy can aid the development of teacher resilience through creative reflective practice on ‘becoming a teacher.’ Creative strategies could be used regularly to help teacher trainees make sense of how their individual backgrounds can influence their response to the school contextual factors, such as pupil behaviour, cultural differences, the effects of performativity and gaps between expectations and reality. The essential ingredient in creative teacher reflection is regularity of sessions and building relationships (peers and tutors/mentors/supervisors) that offer insight into a variety of options available for managing various teaching situations (Bobek, 2002).

It would be pertinent to address the notion of shame and vulnerability in the classroom in both teacher education and within schools. This is also relevant for counsellor/therapist and Dramatherapy training programmes. School leaders and educators play a pivotal role in changing and setting the culture of a school/training institution and are, therefore, best placed to be introduced to unconscious processes that can permeate an educational organisation (Eloquin, 2016; Riley, 2011). There is a trend in the literature that advocates the development of collaborative and supportive school communities led by strong leaders that promote well-being for all (§2.2.1). This may reduce the effects of national scaremongering in education, which has become a prominent feature in the media, in the UK, over the past ten years. The media plays a key role in the naming and shaming of teachers, as well as other groups of professionals. However, this has only served to render schools more paranoid, inflexible and more prone to ‘acting out’ defence mechanisms when it comes to

questioning authority. Schools, such as the one in this study, still live in fear of Ofsted assessments and have internalised that fear into their school communities. This not only affects teacher attrition rates, but models to pupils that this is how the world best operates. Shame and vulnerability can be managed and addressed by school leaders who are educated about the toxic and corrosive effects of these unconscious processes. Therefore, I recommend that school leaders and teachers in managerial positions, including mentors, are offered consultation and training in organisational dynamics and how the psychological roots of shame and vulnerability are expressed in the classroom and can, therefore, be safely managed and contained. I would also advocate the use of strategies from Dramatherapy in this training to provide an aerial view on these concepts and also so that staff can utilise some of the techniques to train other staff. In my research, one of the NQTs used a creative technique from the session as a learning tool to explore poetry with her pupils. Mentors could also benefit from some training on the use of ‘projective techniques’ to help NQTs explore behaviour management (as outlined in the Carter Report, 2015) as in Mode 2 of the double matrix (Hawkins and Shohet, 2006) (§2.3.2.3), and to promote C38 of the core Standards of Professional Practice.³¹ Creative techniques could also be used to help mentors ‘focus on how teachers learn and the skills of effective mentoring,’ (Carter, 2015, p.60) (§1.4.1) which help them and subsequently their mentees, understand what they did in the classroom and how this impacted their students’ behaviour, and then explore alternative ways for future practice (§2.3.4).

³¹ a) Manage learners’ behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school’s behaviour policy. (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners (TDA, 2007).

8.4.2 Change needed in teacher education

The findings in my study pinpoint the advantages of implementing regular group reflection into teacher practice. This concept is not new to education but has been side-tracked owing to a lack of time (Hulusi and Maggs, 2015). The Elton Report (1989) (§1.2.3) suggested that it would be good practice to provide teachers with a space to reflect on their classroom management. It would therefore, be useful for policy makers and teacher educators to consider how teacher reflection can be embedded as a ‘compulsory’ component of ongoing professional development of teachers from trainee to end of career veterans, as opposed to a ‘recommendation.’. This substantiates a recent House of Commons Report (Carmichael, 2017, p.14), which acknowledges the vital role both the Government and Ofsted play in supporting schools in ensuring that all of their teachers can ‘access (continued professional development) CPD by releasing them from lessons and actively promoting a culture of learning within their teaching staff as well as their pupils’.

It would be useful to deliver regular reflective practice, based on the intervention of ‘strategies from Dramatherapy supervision’ (by a Dramatherapy supervisor), on a wider scale to ascertain its efficacy across a number of schools. It would be interesting to implement it at both the entry level and induction period to establish where it is best placed. This model could also be offered to tutors and mentors so that they experience and understand the process, as a method of training and preparing them to deliver some elements of reflective practice using the double matrix (mode 2 and 3) (§2.5.1) in training and induction. It would be useful to implement a module on

behaviour management based on ‘mode 2’ (interventions made by the teacher) and ‘mode 3’ (the teacher-student relationship), using creative strategies in future teacher training and induction.

My research findings indicate that some of the teachers were not prepared for the realities of the profession. Their experience in training was not sufficient enough to withstand the challenges faced during the induction year. Some of the teachers were very close in age to some of their students and were overwhelmed by their students’ emotions and needs. Training and provision centred around the developmental stages of young people and the mental health of young people would prepare teachers for some of the behavioural management difficulties with students who do not fall into standardised categories of ability and emotional development (DfE, 2015). The Carter Report (2015, p.10), recommends that trainees need to understand ‘typical expectations of children at different stages of development as well as issues that can have an impact on pupil progress.’ My findings align with proposals for the most effective ITT programmes to be practically focussed and underscored by a deeper understanding of behavioural issues (Carter, 2015). It would also inform teachers about their own mental welfare and how to best maintain their occupational well-being.

The NQTs in my study were very focused on attaining guidance on their choices in the classroom, but in a non-judgemental way. The sessions offered the NQTs a space

to reflect on their relationship with their classes (mode 3) and this gave some of them insight on how their behaviour influences their pupils' reactions and responses, using psychodynamic thinking. This is a key component within the theoretical framework of my study alongside Dramatherapy supervision and teacher education theory (Table 1) (§2.5.0). Mode 2 of the double matrix model (§2.3.2.3) of supervision (Hawkins and Shohet, 2006) explores interventions made by the teacher and reflects on alternative interventions that could be considered in the future. In teaching, this offers teachers the opportunity to explore behavioural management strategies in order to 'promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills (TDA, 2007, p.13). Applying strategies from Dramatherapy develops this further by offering teachers a creative space to explore their choices and the pupils' responses through role play, sculpting, drawing, to name but a few. This is particularly advantageous within group supervision as it offers more possibilities for exploration and it provides alternative perspectives. This ilk of reflection also enables teachers to observe changes in their relationships with their pupils if they initiate a more positive and compassionate interaction with them (Roeser et al., 2012). This subsequently has the potential to develop the teachers' coping skills and augment their sense of self-efficacy. Therefore, I recommend a reflective model that uses Dramatherapy techniques and mode 2 of the double matrix, as a guideline for training in teacher education as well as within an ongoing school focused form of supervision in the profession. Focusing on mode 2 may be more transferrable as it does not require therapeutic training in order to facilitate reflective practice on behaviour management. A deeper level of reflection that parallels the

intervention in my study would require further training and offers, therefore an opportunity for future cross collaboration between teacher training and Dramatherapy institutions. The literature supports my findings and campaigns for the inclusion of counselling skills/relationship building/supervision in teacher education so that it becomes integral in a teacher's practice throughout their career (Riley, 2011). Teacher education must provide a generic change to all teacher training programmes to include a more robust style of reflective practice and support for teacher well-being, in order to reduce teacher attrition rates.

8.4.3 Relationships - a key ingredient in education

One of the key findings that this study revealed was the importance of relationships. It was the teachers' relationships both with themselves and others, that determined their sense of efficacy. The very nature of education relies on relationships, not just in the dissemination of knowledge, but in the social and emotional well-being of staff and students within school communities. Relationships create cohesion, security and provide an innate human need, a sense of belonging. If teachers do not feel they can rely on their superiors, mentors, school leaders, for support, they are more inclined to look after themselves because they will not obtain it from those who may supply it when needed. They, therefore, become 'insecurely attached to the organisation and behave in ways predicted by insecure attachment' (Riley, 2011, p.129). The consequence of this will be passed down and potentially played out in their relationships with their pupils (Sava, 2000) or through teacher turnover (§2.1.1). As previously mentioned in my study, teacher turnover had a significant impact on the

teacher-student relationship. Pupils struggled to trust their new teachers because they feared they would leave, which they expressed through their challenging behaviour. Within these uncertain times, this deep-rooted need to belong, becomes the key ingredient in the foundation of a young person's journey towards self-actualisation. The Every Child Matters (DfE, 2004a) aims, outlined in the Children's Act (2004), include be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. These principles should be actively re-introduced and brought back to the forefront of government policy (§1.2.4). These objectives include being mentally healthy which involves an understanding of emotions. As emotion is a relational concept (Grant and Kinman, 2012) and the interface between individual and contextual factors that influence attrition, I would recommend that policy makers consider how learning about and how to be in 'relationships' are embedded in school communities that includes all staff. Poor and fractured relationships with staff were the core reason for many of the NQTs' dissatisfaction. The Government grapples to recruit enough teachers to teacher training programmes each year, making the retention of teachers ever more significant. Establishing initiatives to help augment teachers' job satisfaction may well be a far more cost-effective method of ameliorating teacher supply in the long term (House of Commons Education Committee, 2017). Dramatherapy could contribute to professional development training on relationships and resilience within school communities based on the findings from this study, as well as through the aforementioned creative reflective practice within training and induction. It could also contribute to behaviour management modules within teacher training (§8.4.2). Similarly, there has been a call

for further education in social work. Adamson et al. (2012) recommend that resilience building should be integrated into the curriculum of social work (though supervision and education) and continued after qualification for sustainability.

8.4.4 Future longitudinal studies

Social work and nursing are also non-therapy professions that engage in clinical supervision. Literature regarding these two disciplines highlight the importance of supervision within their practice as a method of reducing burnout and attrition rates. I would recommend a larger study amongst teachers to ascertain if there is any difference in attrition rates as a result of a longitudinal study on supervision for teachers. As part of potential future studies, it would be advisable for schools to take on the supervision intervention as a whole school approach, whereby all staff, including senior management are offered supervision.

8.4.5 Dramatherapy techniques as a transformational learning tool

The use of creative methods and narrative through the metaphor in the supervision of Dramatherapy, such as employing objects and images, ‘can access issues and processes in a way that words cannot’ (Jones and Dokter, 2008, p.54), providing a portal through which ‘metaphors can move beyond jargon and fixed interpretations to new realities, understanding, and self-awareness’ (Duffy, 2005, p.248). This has potential implications not just for teachers, but for other non-therapy professionals, namely, the police, nurses, paramedics, youth offender workers and mental health

workers. I have had the privilege of training these professionals, about mental health and safeguarding in relation to young people, as part of a twelve-month London-based initiative commissioned by the Met Police. I utilised Dramatherapy techniques, such as image cards, role play and sociodramatic methods to underscore the training. Exploration through the metaphor was transformational, even amongst the most resistant, as it facilitated ‘approaching the familiar in a new and unfamiliar way’ (Chesner and Zografou, 2014, p.33). The physical exercises disrupted this resistance and provided cohesion amongst the participants from different professions. It brought new insights and a deeper understanding of some of the interpersonal obstacles that exist between different professionals. This reinforces the role that Dramatherapy can play in the support of other caring professions who work with vulnerable people. I would recommend applying this research study to other disciplines to promote self-awareness, augment understanding of interpersonal dynamics between professionals and their clients and to empower helpers to manage factors influencing their sense of self-efficacy in their working roles.

8.4.6 Re-framing the purpose of education

Teacher education requires strategic planning and potentially a national re-framing of the value of investing in teachers, the gatekeepers of students’ and future generations’ quality of education. It also requires a seismic shift in how education is perceived: is it solely about attaining academic prowess or does it include teaching life skills to young people regarding how to cope, build a sense of self-efficacy and develop resilience to overcome obstacles and to achieve their own desired goals in life? The

same applies to teachers' learning, especially NQTs. The current focus on academia and the pressure to meet statutory frameworks (curriculum change, Ofsted and Prevent training) has been acknowledged as the driving force of much of the recent continued professional development training for teachers (Carmichael, 2017). As the teachings of Maslow (1970) purport, students, and teachers, will only progress and self-actualise, if they are valued and respected. That is indicative of the importance of attending to the occupational well-being of teachers (Tait, 2008). It would be prudent for mainstream education to learn from training programmes in countries like Germany and France who have less than 5% attrition rates (Struyven and Vanthournout, 2014) (§2.1.0) and also from 'holistic practice' in both special and mainstream education (Peter, 2013, p.123). I believe it is vital that schools themselves keep the 'purpose of education' at the centre of their decision making and that they exercise their own agency, by creatively interpreting the curriculum, in a way that serves to nourish the emotional well-being of both its staff and students.

Pass the parcel.
That's sometimes all you can do.
Take it, feel it and pass it on.
Not for me, not for you, but for someone, somewhere,
One day.
Pass it on boys.
That's the game I wanted you to learn.
Pass it on.
(Bennett, 2004, p.109)

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Appendix 1

Pilot Study

Introduction

A pilot study examining the experience of trainee teachers and newly qualified teachers was conducted initially and subsequently informed and shaped the main doctoral research questions. This chapter details how the pilot was conducted and offers recommendations to be taken forward in the main research.

Pilot study

The pilot study was a preface to the main piece of research which aimed to attain information regarding the challenges that both PGCE students (teachers in training) and Newly Qualified Teachers were experiencing as per the literature pertaining to teacher attrition rates: outlined in Chapter 1 and Chapter 2. The focus was to ascertain where the potential gaps in learning and information could be addressed to support teachers in this transitional period from student teacher to newly qualified teacher. The focus of the pilot study was to generate ideas about factors that influence their sense of efficacy and the challenges the student teachers face during their placement practice/during the induction period where they are propelled into a full-time job. The purpose was also to gauge how creative techniques from the supervision of Dramatherapy could potentially be used as a reflective tool. I employed mandalas (Jennings, 1999) as a reflective tool to investigate if/how this creative method could

illuminate the subtext of these initial years that gave rise to difficulties as well as supportive factors.

Research design for pilot study

The initial part of the pilot was conducted in a London university with a group of fourteen drama teacher trainees who were in the latter stages of their Teacher Training with Drama as their subject specialism. Their placement practices had spanned North and East London, comprehensive schools and academies. Each student had visited two placements each. The second cohort comprised of eight newly qualified teachers at the end of their induction year from varying subject areas within the same school. A qualitative approach was chosen because the study sought teachers' perceptions, feelings and attitudes (Kagoda, 2013). The study consisted of a semi-structured questionnaire, followed by a mandala drawing exercise and a focus group interview. Cheng (2007) advocates the use of focus groups as a method that can be used in conjunction with other data collection methods to understand the various phenomena in a study. The questionnaire and mandala exercises were used to function as a foundation for the focus group discussion. The semi-structured questionnaire asked them retrospectively about their expectations, the positive aspects of their placement practices, the challenges they faced, how those challenges were supported and what other support they felt would have been useful.

The following questions were asked in the same order in both focus group interviews.

1. *What were the positive aspects of your teacher practice placements?*
2. *What were the challenges?*

3. *What type of support did you get in dealing with those challenges?*
4. *Did that support help? If yes, how?*
5. *If no, why? What would have helped?*

Mandalas

On completion of the semi-structured questionnaire I invited the participants to trace a large circle (a mandala) on their paper and to fill the circle with representations of their experiences within their placement practice through the use of symbols, patterns, designs, and colours. I asked the participants to note down what these signs and symbols represented for them. Some noted these down on the mandalas, others made notes on the back of the questionnaire. The mandala was employed to contain the teachers' experiences and to prepare them for the focus group discussion. My initial interest in using the mandala was as a catalyst for authentic reflection, which, if not included, could have been skewed in the focus group where members may not have felt comfortable to share certain information with their peers. For this reason, it was utilised as a projective technique (Jennings, 1999) and as a container for their experiences.

The Mandala is an ancient Buddhist symbol for whole 'beingness.' Carl Jung developed his theories on 'the self' through his discovery and experience of mandalas (Walton, 2010). Jung believed that mandalas symbolise psychological wholeness and introduced spontaneous mandalas as a therapeutic tool in his practice of psychotherapy. They also function as a symbolic representation of laden and

conflicting material thus providing a sense of order and integration, as well as finding balance and harmony despite external conflicts (Elkis-Abduhoff et al., 2009).

In a study conducted by Pisarik and Larsen (2011) on facilitating college students' authenticity and psychological well-being through the use of mandalas, participants in the mandala drawing group reported significantly greater mean score for two measures of authenticity (awareness and unbiased processing) and one measure of psychological well-being after drawing and interpreting mandalas, compared with participants in the control group. Interestingly, the results, potentially serve to highlight how significant the transition period (between leaving school and starting college) can be for newly enrolled students. This is potentially indicative of what teacher trainees go through when they leave the training institution to embark on a full-time teaching job.

In the field of Dramatherapy, Jennings (1999) mandala identifies the internal states of a person as the guide, the skilled person, the artist and the vulnerable, all linked to a belief system that is at the core of the diagram. The core belief influences the four states. The material arising from this can become a springboard for further dramatic explorations (Jennings, 1999). The mandala technique was subsequently further developed for Dramatherapy supervision (Jennings, 1999). In my pilot study, I wanted to investigate the trainees' experience of the year (both positive and negative), as a springboard for the focus group discussion. I invited the groups to imagine they were inside the mandala and to locate comfortable and uncomfortable places and to link these to their experience using symbols, patterns, diagrams to represent the challenges and the positive experiences of their year. My reasoning for having a less

structured mandala was because the trainees were not trained therapists and I was cautious about highlighting ‘vulnerability’ in case it was too painful (Jennings, 1999).

My version therefore, represented the following in Jennings’ model:

Vulnerability & beliefs = challenges

Guide, skills & beliefs = positive experiences

Creative artiste = representing the above through symbols and diagrams

Focus groups

The intention of conducting a focus group was to gain a richer understanding of the teacher trainees’ experiences within their school based placements and the newly qualified teachers at the end of their first year, post qualification. Focus groups aim at providing insight into process rather than outcomes. Morgan (1996) maintains how focus groups are useful when it comes to exploring what participants think but they excel at revealing why participants think as they do. My primary intention was to find out why aspects of their experience had been positive and others challenging: what support systems existed and what support was required that did not exist. The set of questions was identical to the questionnaire except when I was checking clarification and further explanation of accounts. I audio recorded the focus group interview and later transcribed them verbatim.

Berg (1995) chronicles the origin of modern day focus groups to anthropological researchers collecting data around tribal campfires. Focus groups, initially utilised in marketing research, are also used prolifically in the fields of education and psychology: in education (Vaughn et al., 1996; Coffield, 2000; Field, 2000; Walker

and Tedick, 2001), in psychology (Vaughn et al., 1996) and public health (Kidd and Parshall, 2000). The purpose of focus groups is to amass data that documents the lived experiences of a group of participants. It is defined by Morgan (1996, p.130) as ‘a research technique that collects data through group interaction on a topic determined by the researcher.’ As a method, focus groups are based on two fundamental assumptions. The first is that individuals can provide a rich source of information about a topic. The second is that the collective and individual responses encouraged by the focus group setting will engender material that differs from other methods (Glitz, 1998).

Ethical issues that I had to consider related to the sharing of personal information in a public field and the impact that this may have had on the interpersonal dynamics during and after the focus group. This issue was addressed through obtaining consent forms (Appendix 2) and administering an introductory letter detailing that the session would be audio recorded and confidentiality assured. This was reinforced by creating a working alliance with the group that outlined confidentiality and mutual expectations on the day of the research (Breen, 2006).

Advantages in using this method of data collection as opposed to one to one interviews, include snowballing and stimulation generated by the group dynamic structure which may lead the group to develop new ideas and ways of interconnecting their narratives to suggest potential changes in programming/policy to better serve the specific population (Panyan, et al., 1997; Glitz, 1998, Breen, 2006). Focus groups can be empowering for the participants through the act of articulating their experiences

and being cast in the role of experts (Byron, 1995), (Gibbs, 1997) and (Panyan, et al., 1997).

Disadvantage are that dilemmas can occur if the recruitment process has to go through a gatekeeper to access the appropriate participants (Pugsley, 1996; Barbour and Kitzinger, 1998). Within both contexts: the university and the school, the course tutor and Deputy Head Teacher requested to be present during the process, the latter was a full participant. This may have influenced or biased the participants' contributions but was a prerequisite for the pilot study. Other factors that can lead to an ineffective focus group include facilitator bias (Krueger, 1993). As a secondary school teacher, it was vital that I was aware of my own experience in order to really listen to what the participants were saying. Clinical supervision and personal reflection notes were utilised in order to delineate my experience and that of the participants.

Data analysis of pilot study

Interpretative Phenomenological analysis was used to analyse the transcribed focus group data and semi-structured questionnaires. IPA is an integral part of hermeneutic phenomenology. IPA researchers have drawn on Giorgi (Smith, 1996), Heidegger (Larkin et al., 2006; Smith, 2007), Solomon, Merleau-Ponty and Van Manen (Eatough and Smith, 2006a, 2006b), Gadamer and Schleiermacher (Smith, 2007), to communicate the theoretical foundations of the approach. The method is concerned with striving to understand what it is like from the point of view of the participants. Interpretation can be descriptive and emphatic, aiming to produce 'rich experiential

descriptions,’ and also critical and questioning in ways which participants might be unwilling or unable to do themselves.’ (Shinebourne, 2011).

Larkin et al. (2006) suggest an example of multiple possibilities in interpretation, ranging from providing an insight into the participants’ life world, offering an interpretation provided by the participant, an expression of the participants’ unconscious conflicts and desires. Each of these possibilities offer a potential entry into the hermeneutic circle and that IPA can potentially engage with any one of them, as long as the account can be traced back to a core account focusing on the participant’s life world. Larkin (2006) espouses the two commitments of IPA: the phenomenological requirement to understand and give voice to the concerns of the participants and the interpretative requirement to contextualise these claims from a psychological perspective.

IPA generally involves a highly intensive and detailed analysis of the accounts produced by a comparatively small number of participants. These verbatim accounts of the participants’ experiences are generally captured via semi-structured interviews, focus groups, or diaries and the analysis then proceeds such that patterns of meaning are developed and then reported in a thematic form.

IPA is predominantly utilised within one to one interviews and seldom within a more complex interactional environment. However, some published studies (De Visser and Smith, 2007; Dunne et al., 2001; Flowers et al., 2000; Flowers et al., 2001 and Palmer et al., 2010) include IPA as a method of analyses for group data which is used in conjunction with one to one interviews. Palmer (2010) maintains that the successful

use of focus groups requires some recognition of the problems involved in applying experiential analysis to some more complex social activities. It involves a hermeneutic approach: visiting the analysis twice: once for group patterns and dynamics and subsequently for idiographic accounts. Smith (2007) describes this protocol as looking at the part to understand the whole and then vice versa. This process is the reverse of what Smith (2004) suggests in one to one interview transcripts, IPA is strongly idiographic, starting with the detailed examination of one case until some degree of closure or gestalt has been achieved.

The analysis process in this pilot study followed Palmer's (2010) analysis process which consisted of reflecting on the preconceptions and processes such as the existing literature, my own experiences. Finlay (2008, p.1) comments how the researcher 'slides between striving for reductive focus and reflexive self-awareness; between bracketing pre-understandings and exploiting them as a source of insight.' This was integral to the my 'positionality' within the research: researcher/teacher role. It was imperative that I, the researcher 'bracketed' my pre-understandings and experience as a teacher whilst facilitating and analysing the focus group's data. This led on to a thorough scrutinising of the transcripts and questionnaires followed by close, line-by-line analysis (coding) of the experiential claims, concerns, and understandings of each participant. I identified emergent patterns of commonality and maintained a dialogue between themselves the researcher and the data about what it might mean for participants to have these concerns in this context (e.g., Larkin et al., 2006; Smith, 2004), which yields to the development of a more interpretative account. (Palmer, 2010). IPA is discussed in more detail in Chapter 3 in the main thesis.

Figure 1a: Pilot study findings and discussion

See Appendix 5 for full analyses table

Themes from PGCE focus group	Themes from NQT focus group
1. The importance of being valued and respected by students and staff demonstrated through being included and acknowledged in staff decisions and in student achievement	1. The student teacher-relationship had a huge impact on the teachers' sense of efficacy and well-being
2. The need to understand poor student behaviour and the difficulty to not take it personally	2. The challenge of maintaining student discipline throughout the year.
3. Consistency with placement mentors and the university tutor played a key role in the teacher trainees' year and sense of belonging	3. Feeling supported by staff and mentors influenced the NQTs' experience and feeling a sense of belonging
4. Teacher trainees felt overwhelmed at times by their emotions and vulnerabilities	4. NQTs identified wider school issues as contributing to feelings of vulnerability
5. PGCE students discussed potential coping strategies for the future	5. NQTs discussed coping strategies

Pilot study findings and discussion

The trajectory of the group process commenced with a lot of positive accounts of both the trainees' experiences and the NQTs which followed the format of the questions and once they felt comfortable sharing their experiences, their accounts became more subjective, rather than objective. The composition of the focus groups differed in that the PGCE training group were all drama specialists whereas the NQT focus group encompassed most subject areas.

Theme 1: The importance of the student-teacher relationship

Similarities across both cohorts included the importance of forming good relationships with students. Examples of this included being appreciated by students at the end of the year. Some gave the teachers thank you cards and gifts. This, and student progress, exemplified for the participants' success and achievement. For the NQTs, they included how trips with the students cemented their relationship, as well as improvement in student behaviour.

'I got a gift as a Christmas present from my form I was attached to in my first placement. I was really chuffed I got a mug, it was like you touched on their lives which was really nice, and recognition.'

(Focus Group Transcript 1, p.5)

Theme 2: Challenging pupil behaviour

When the topic turned to pupil behaviour there appeared a greater sense of authenticity with both groups. They voiced a real need to understand poor pupil

behaviour. There was a desire to understand the root causes of poor pupil behaviour. The teacher trainee PGCE group were more focused on how the behaviour impacted on them, whereas in the NQT group there was an objective desire to understand the pupil behaviour. The NQTs identified how 'In-house' behaviour management strategies had been exhausted and according to some participants they had been rendered irrelevant considering some the specific student needs. SEN/EAL and those with behavioural difficulties were of highest concern. Two discussed an external course they had attended run by the NUT which did address some of the behavioural issues:

'...we should have had the opportunity to go to something like that a bit earlier because it was the first time behaviour was broken down(how) into types of behaviour that I didn't really know, it was broken down to the root of different behaviour problems, according to the types of behaviour it was the first time I'd seen different instead of just saying different ways, ways of dealing with it and actually seeing it made you realise oh yeah when you are talking about it you can picture it but you can't actually see it clearly.'

(Focus Group Transcript 2, p.15)

Both groups advocated the need for a reflective space to share incidents of challenging behaviour to understand their pupils more effectively.

'Well yeah you know a time where you can reflect with your peers possibly with an external person who's not a teacher perhaps a school counsellor or whatever, give information about the students, different ways around it.'

(Focus Group Transcript 1, p. 9)

Theme 3: Feeling a sense of belonging and supported by staff and mentors

Relationships with other staff and mentors influenced the teachers' and trainees' sense of efficacy and job satisfaction. Those who experienced supportive mentors had a more successful year than those who didn't. The PGCE teacher trainees felt validated when school staff included them in decisions and when staff invited them out to social events. The NQTs highlighted peer support as being very important. They also discussed 'belonging' in terms of staff continuity and gaining pupils' trust. They identified how the pupils only started to trust the teachers and therefore, comply with the NQTs, after Christmas, when they realised they were staying in the school. This need for continuity was also reflected by one newly qualified teacher when she shared her own disappointment when a large portion of staff left during the year.

'In one of the placements I felt like I had a massive support network behind me. Not just from my manager from the whole department and whatever I think that made a big difference to how I felt.'

(Focus Group Transcript 1, p.1)

'Talking to mentors, talking to other people that had the same classes doing observations of other teachers and generally just talking to other people about strategies and it was really helpful.'

(Focus Group Transcript 2, p.7)

'There is definitely a need for like a kind of support group for the NQTs because so many times we have chatted about stuff we found difficult and our problems are identical.'

(Focus Group Transcript 2, p.10)

'so much happening in the school like the new Head teacher, a lot of staff members left, a third of staff left throughout the year that different departments got affected in a lot of different ways.'

(Focus Group Transcript 2, p.13)

Theme 4: Vulnerabilities and interpersonal school dynamics

Both groups shared how they felt vulnerable and emotional at different times, usually triggered by pupil behaviour, exhaustion or feelings of intimidation by staff. In one case (PGCE group), this sense of fear and vulnerability was systemic within the school culture and permeated downwards from senior management. However, not all participants who were at this particular placement felt as affected by the head teacher's behaviour. For some of the NQTs they felt quite isolated when support was not available or when other staff expressed surprise by their emotional reactions.

'...the teachers are, all of them, really like scary they know how to make the kids cry, mentors say they know how to make them cry, they say that is kind of our procedure.....there's some very scary teachers it's like an army all the kids are lining up in the playground, teachers are patrolling and shouting it's a drill style.' *'...he (head teacher) made a real point of trying to intimidate me, standing at the back staring at me, he wasn't looking around he was staring straight at me. It was horrible...'*

(Focus Group Transcript 1, p.11)

'When you have a very specific role within your department and you have a lot of say in the running of the department you're given responsibility, they forget how new you

are to the job. They underestimate how much you take on emotionally and danger is that sometimes you end up looking after other people and you don't look after yourself.'

(Focus Group Transcript 2, p.10)

'I was able to go to my department and say what happened and they were able to give me re-assuring advice so if we talked about it a bit more, we could have come together as a group and arranged something like that because I was able to go and have a cry with my department or able to go and have a rant and talk about it in a positive way and they'd give positive feedback. That was really good and I kind of assumed that everyone had a similar kind of support.'

(Focus Group Transcript 2, p.11)

Strategies for coping with workload and challenging interpersonal relationships

The NQT group were transparent about how they had struggled in their PGCE year and at the start of their NQT year and reflected on how they managed and coped with the difficulties. One NQT coped by not sharing her struggles with others, which resulted in her leaving the school and the profession. Other NQTs shared examples of their own coping styles to aid their well-being, which included giving themselves boundaries by leaving 'work' at work.

When the conversation in the PGCE focus group sailed towards some of the controversial aspects of the managerial style of the new academies, that they perceived as contradicting the ethos of the training, there was some dismissal of the reality of what they had just discussed. This was highlighted through their self-

confessed coping strategies of ‘throwing themselves in to their work,’ rationalising the challenges they experienced as a consequence of different personalities, individual reactions to placements at different stages in the course, their sense of efficacy at the time of the placements. Some cited these as potential reasons for the difficulties.

One participant in the PGCE group did not speak at all until the end when she questioned the ‘purpose of this reflection focus group.’ Her response was to just ‘get on with’ the challenges. She acknowledged that next year they would all have to adapt to their new schools without the support of their university tutor so challenges in the training were inadvertently useful learning curves.

‘After Easter I said to myself I need to start getting my life back so I went through a phase when I was trying to finish in school and have my evenings free which was and I saw a difference in me because I was finally able to switch off I was finding that really difficult, finally able to so that s probably something I’m going to do maybe I keep my workload at home to a minimum.’

(Focus Group Transcript 2, p.17)

‘...Ups and downs on every course like it’s just for a year and then you go off and earn money I think just get on with it. My first placement was horrendous, the mentor was mental and she treated me appallingly at times, second placement good, department lovely...’

(Focus Group Transcript 1, p.12)

Use of Mandalas as a reflective tool

The mandalas served to offer the both groups a space to express their year through metaphor and it facilitated authenticity (Pisarik and Larsen, 2011). They mirrored the topics discussed in the focus group interviews and provided the participants with a container to capture the emotional world of their experience (Andersen-Warren and Grainger, 2000), which often emerges first through the metaphor. They attributed themes to their experience in the mandalas which included ‘a steep curve’ ‘light at the end of the tunnel’ ‘obstacle course’ (PGCE group). Themes from the NQT group included ‘feeling vulnerable and under attack,’ desire for autonomy’ and ‘a mixture of discomfort and confusion.’ The inclusion of the mandalas served to give those, who were shy during the focus group, a space to express their reflections on the year. It also operated as a catalyst for the main discussion. (Figure 2) It highlighted how there are many benefits in using a creative technique as a reflective tool for the primary research, namely identifying achievements, challenges and resilience. Moreno hypothesised the value of creativity as well as recognizing individual agency and balance (Blatner, 1998).

Figure 2: Mandala 1 PGCE Group

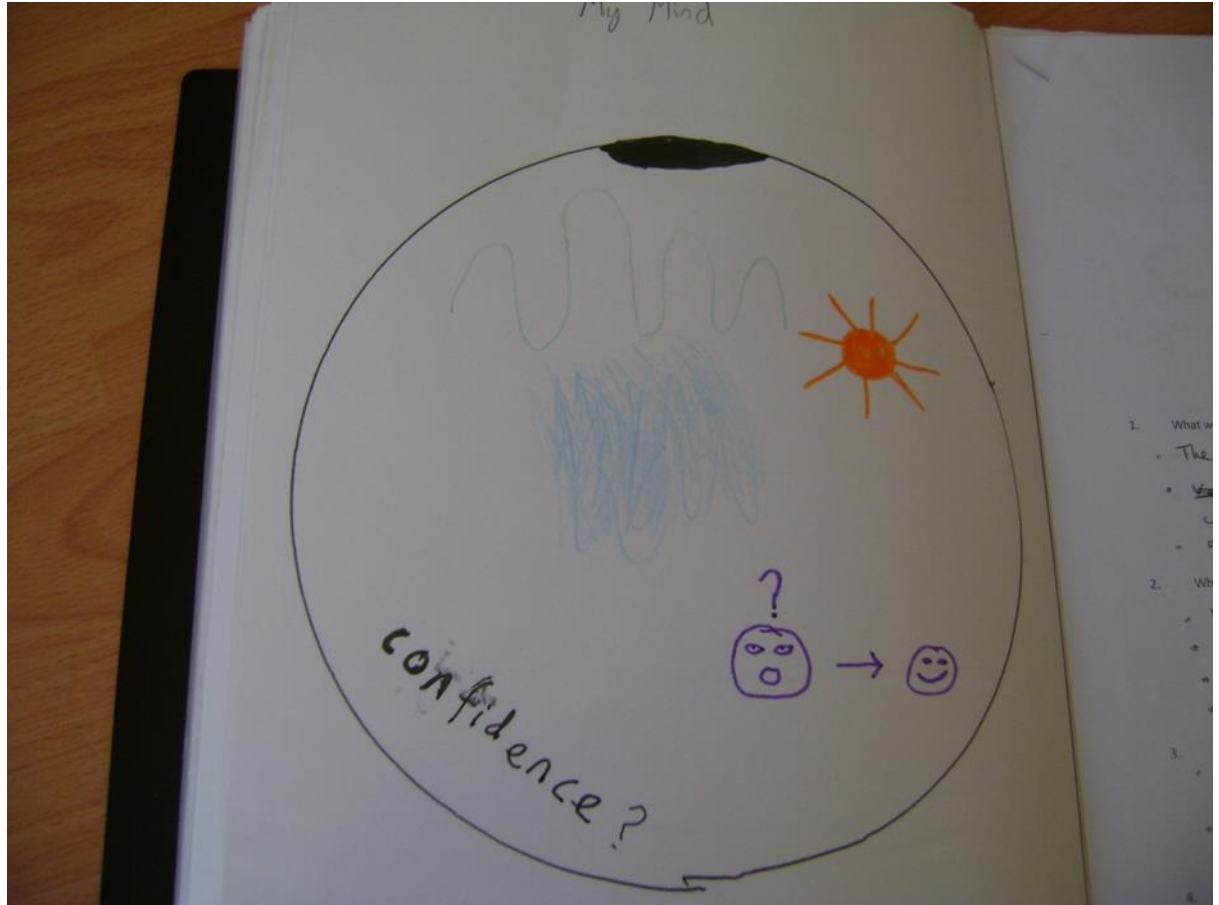


Figure 3: Mandala NQT Group



NQT Reflections: *First term very stressful and exhausting place to be doubted myself a lot and whether I want to continue teaching. The most comfortable space is at the top in the pink bubble it is the end where I am now I'm feeling confident in myself and my capabilities yet still have my doubts and questions about what the new year has in store*

Figure 4: Mandala NQT Group



NQT Reflections: *Beside the sun where I am at my most creative. It represents the different emotions and thoughts I have had about my teaching over the year. Sun is most comfortable as it is where my lessons are at their best. It represents doubt over whether what I was doing was helping pupils learn. The bright colour of the sun represents the sudden onset of a great lesson ideas which led to a great lesson. The wave represents the ups and downs in my confidence. The fuzziness is the sometimes muddled thinking. This participant only spoke once at the start of the focus group.*

Discussion of pilot study

The pilot study aimed to elucidate the focus for the main research study. The focus was to ascertain where the potential gaps in learning and information could be addressed to support teachers in this transitional period, to generate ideas about factors that influence their sense of efficacy and to gauge how creative techniques from the supervision of Dramatherapy would be received. The four main themes contain Fuller's (1995) initial stage of teacher development and Stoltenberg and Delworth (1987) initial stage of supervision: concerns about self and Moir's (1999) reality shock. They included, the student-teacher relationship, the importance of collegiate and mentor support, managing emotions and vulnerability, dealing with organisational dynamics and the transitioning role of becoming a teacher, which are discussed in some of the literature in the main thesis (Chapter 1 and Chapter 2). It illuminated the significance of containment and acknowledgement as key components in the early stages of teacher education.

Le Maistre (2010) reflects on how 'neophyte' teachers learn to survive the transition from university to work, often leaving them feeling vulnerable and insecure. She compares the transition of social workers and counsellors from university to the workforce, emphasising a stark difference in the caseloads. Counsellors and social workers start their careers with a small caseload, whereas teachers are expected to fulfil a workload that is often perceived as too much by seasoned teachers.

Additionally, counsellors and social workers have more background information on their clients which helps them understand their behaviour more clearly. Teachers are not privy to the same background information on their students. The teacher trainees

from both groups expressed a desire to understand poor pupil behaviour better and the potential motives fuelling it.

The teacher trainees discussed the importance of being acknowledged by others, especially their students. This was an essential factor that marked their new developing identity. In a study on teacher motivations by Gawel (1997), it concluded that the most important need for teachers was self-actualisation which is a pre-potent need for esteem. Gawel explicates how self-actualisation is the foundation for reputation and acknowledgement by others, from which a sense of belonging ensues. This pilot study highlighted the prominence of parallel processes that occur in the early stages of teacher development mirroring the teachers' pupils who are also transitioning through a significant stage of development, namely, adolescence. In both groups being vulnerable and how it was contained impacted on their experience. I noted that some of the PGCE teacher trainees were having a parallel process with their class groups: some spoke about how in one school the students are terrified of the teachers and this was mirrored in the trainee's fear of the head teacher. Long et al. (2012, p.22) discovered the pivotal role that principals play in the early career induction 'setting a tone for collegiality amongst all staff.' This concept is substantiated by Haggary and Postlethwaite's (2012) study which emphasised how the beginner teacher's learning is shaped by the influential members of the workplace community. Palmer (2010) advocates the examination of roles and relationships within focus group dialogues. Themes included teachers feeling 'victimised' by 'authoritarian' Head Teachers and mentors. This mirrored the wider social context at the time of the pilot study where a case was being fought to prevent Drama being

wiped from the primary curriculum. I too shared this subject specialism in my role as a teacher and had to be mindful of remaining objective during the interview. This highlighted the importance of what Palmer (2010) refers to as ‘positionality’ of the participants and the researcher.

My positionality became heightened when one of the participants from Northern Ireland, questioned the purpose of this ‘reflection process’ and believed that teachers should ‘get on with it.’ I felt challenged by this on various levels. I am from the Republic of Ireland and this participant’s response to the purpose of the focus group process highlighted the potential underlying political tensions between our cultural locations and also the irrelevance of teacher challenges compared to growing up in a sectarian society tainted by the fear of terrorism. This highlighted the significance of ‘bracketing’ my own opinions and prejudices to avoid facilitator bias (Krueger, 1993). It also elucidated the vital role clinical supervision plays in delineating the therapist’s personal material from the clients.’

I was concerned initially by the ‘position’ and presence of the gatekeepers: senior teacher in the NQT group and the university tutor in the PGCE group (Barbour and Kitzinger, 1998). The NQT comprised of a broader range of subject teachers. In the NQT group one teacher admitted to times when she wanted to burst out crying at the start of a lesson and leave the room. (This NQT, I learned at the end was not returning to teaching the following year). I compared this disclosure in front of the senior teacher to the information the PGCE group shared in front of their tutor. In this case, perhaps it was the only time this teacher felt able to voice the ‘reality’ (which incidentally was the title of her mandala) of her experience without worrying about

looking 'weak.' It could be argued that because this NQT was leaving it was a lot easier for her to voice the challenges in front of this senior teacher compared to the other participants, who were returning the following year. This helped to build a 'systemic picture' that reflected their joint reality. From a group perspective, this was an interesting revelation in that it seemed to be the first time other NQTs had been aware of this teacher's personal plight. However, the senior teacher took part in the exercises and shared his mandala. His participation may have been key to the NQTs feeling comfortable enough to share their true reflections.

The aim of the pilot research study was twofold: it generated data for the research but operated simultaneously as a vehicle for reflection. This enabled the participants to reflect both individually and collectively on their experiences and articulate their perceived challenges and their achievements. The collective element of the focus group provided a platform to evolve past 'the concerns about self to 'concerns about others' (Fuller, 1975), stage in their development. They learnt about each other's experiences which broadened their perspectives. It also gave some the opportunity to voice the challenges they endured and to feel heard by their peers and tutors.

Molner's (2004) longitudinal study of beginning teachers, found that new teachers obtained a heightened sense of themselves as teachers and their colleagues discerned increased levels of professional development as a result of reflection and working in collaborative teams. There is a particular emphasis on what Keltchermans (2007) purports as the need to include reflective and experiential learning, within training programmes and within the induction period, in order to provide the trainee with self-knowledge of their own emotional strengths and weaknesses as an immunisation

against the interpersonal complications that they will experience during their professional careers with students (Keltchermans, 2007). Use of the mandalas helped the participants to identify these strengths and weaknesses.

Haggarty and Postlethwaite's (2012) study demonstrated how potentially the use of metaphor can facilitate self-knowledge in an unobtrusive way thus, enabling teacher trainees to unpack and to make sense of the unconscious relational subtext (the unspoken thoughts, emotions and motives) that exist between them and the emotionally charged working environments wherein they find themselves. The importance of self-knowledge and reflection pertains also to the role of the researcher which is detailed in Chapter 6 of the main thesis alongside three individual case studies.

Limitations of Pilot Study

In general, the pilot study only attained a retrospective account of the trainees' experiences. Areas to consider in the main research will be triangulating the data findings with quantitative measures which this pilot study did not use, to provide validity and to ascertain the teachers' sense of efficacy and job satisfaction at different times of the year. The group process of the interview may have hindered some participants from sharing their views. It would therefore be advisable to conduct one to one interviews in addition to the focus group interview to ascertain how individual teacher's culture and backgrounds influenced their teacher education years as well as giving quiet members of the groups an opportunity to voice their opinions.

The PGCE group was comprised of only drama teachers so did not represent a broad range of teacher trainees' experiences. However, they had worked across a variety of schools in London which supplied a range of contrasting experiences and a generic picture of trainee experiences within education in this climate.

Conclusion

In conclusion, the aims of the pilot study were:

- to ascertain where the potential gaps in learning and information could be addressed to support teachers in this transitional period from student teacher to newly qualified teacher.
- to generate ideas about factors that influence their sense of efficacy and the challenges the student teachers face during their placement practice/ the induction period
- to gauge how creative techniques from the supervision of Dramatherapy could be used as a reflective tool

Summary of findings from the pilot study

Gaps in training

- more training in exploring/understanding and managing pupil behaviour needed
- need for a space to share challenges and difficulties with others to feel less isolated as a way of coping

Challenges/supportive elements

- interpersonal dynamics (feeling a sense of belonging to a community of staff and students and pupil progress) greatly impacted the trainees' sense of efficacy and job satisfaction
- lack of support generated feelings of isolation and vulnerability

Creative techniques

- the use of mandalas provides a creative outlet for reflection as a springboard for exploration
- the mandalas created the opportunity to voice the challenges they endured and to feel heard by their peers and tutors

Appendix 2

Participant Consent Form: Focus Group Pilot Study

NAME OF PARTICIPANT:

Title of the project: *Strategies from Dramatherapy supervision to augment newly qualified secondary school teachers' experience of self- efficacy and coping methods in their new role.*

Purpose of Focus Group: This study is stage 1 of a PhD project for Anglia Ruskin University. The purpose of this pilot study is to gain an understanding of the P.G.C.E. students' experience of their placement practice. In particular the experience of the social and emotional aspects of teaching and learning.

Information about the project: The proposal is to conduct a 90 minute focus group (15-20 students) with PGCE students in secondary education. If you agree to take part in the focus group you will be asked to participate in a discussion about your experiences in placement practice. There will be four questions that will serve as topics of debate. The session will be filmed. During the focus group participants will be asked to illustrate their experience through a creative drawing structure, a mandala.

All information and videoed material obtained during the project will be confidential. Within the write up of the research pseudonyms will be used if applicable. Information discussed will not be fed back to other employers or employees within the institution. All data material will comply with the Data Protection guidelines.

There are many benefits from taking part, namely having a space to reflect on the experience within the placement practice. Also to consider what support will be required when working full time as a teacher.

Main investigator and contact details: XXX

1. I agree to take part in the above research. I have read the Participant Information Sheet which is attached to this form. I understand what my role will be in this research, and all my questions have been answered to my satisfaction.
2. I have been informed that the confidentiality of the information I provide will be safeguarded.
3. I am free to ask any questions at any time before and during the study.
4. I have been provided with a copy of this form and the Participant Information Sheet.
5. I agree to being filmed in the process of this research
5. I agree to let any creative work done be included in the research

Data Protection: I agree to the University processing personal data which I have supplied. I agree to the processing of such data for any purposes connected with the Research Project as outlined to me*

Name of participant

(print).....Signed.....Date.....

Appendix 3

Participant Information Sheet

Dear participant

I am writing to you to see if you would be interested in taking part in my PhD research project. The project is entitled:

Strategies from Dramatherapy supervision to augment newly qualified secondary school teachers' experience of self- efficacy and coping methods in their new role.

The purpose of the study is to provide a form of supervision, adapted from the supervision of Dramatherapy, for newly qualified secondary school teachers, in order to help teachers understand the social/emotional aspects of teaching that can impede learning. I would like to offer you the opportunity to take part in this project which will entail one-hour fortnightly group supervision sessions that can be included in your professional development file.

Julianne Mullen-Williams, (M.A. Health Professions Council registered dramatherapist XXX, member of British Association of Dramatherapists no. XXX) will be organising the research and facilitating the supervision/mentoring sessions.

The results of the study will be documented within my PhD thesis for Anglia Ruskin University and published in future journals. Contact details; XXX

You have been invited to participate because of your position as a Newly Qualified Teacher. The decision to participate is on a voluntary basis. The aim of the research is to aid a deeper understanding of the social and emotional aspects of learning. By doing the research, it is hoped that the participants will gain insight into the student-teacher relationship, the group dynamics that take place in classes and thus discover new coping strategies to enhance teaching and learning. The decision to withdraw can be made at any time by informing the researcher. However, every effort will be made to ensure that those who volunteer are well informed prior to the study

If you agree to take part you will be met and informed by the researcher about the study. Then you will be asked to complete a questionnaire. Following this you will be invited to take part in fortnightly one hour sessions with maximum nine other NQTs/Teach First participants from January 2013 to July 2013. The sessions will be facilitated by the researcher. The focus will be on the social and emotional aspects of learning that can create barriers to learning. These can include challenges regarding the teacher-student relationship, managing a difficult workload, adjusting to the new role of being a teacher. Participants will be given the opportunity to explore any difficulties they are encountering in this initial year of teaching, through discussion, art work, sculpting, story-making. The sessions aim to provide helpful insight about the emotional elements of teaching.

The sessions may seem therapeutic at times but that is not their primary focus. The focus is aid a better understanding of the social and emotional aspects of teaching and learning. It is hoped that through the supportive exploration of teacher-student difficulties and the new role of being a teacher, that the well-being of teachers will be enhanced. However, should issues arise that need further support, referrals to counselling services will be provided.

All information obtained during the project will be confidential. Within the write up of the research pseudonyms will be used if applicable. Information discussed will not be fed back to other employers or employees within the institution. All data material will comply with the Data Protection guidelines.

There are many benefits from taking part, namely having a space to reflect on the challenges of the new job, having the support of others who are at the same stage in their career, gaining insight into different ways of approaching diverse students and discovering ways of removing barriers to learning so that both the teacher and the student can excel.

Yours faithfully

Julianne Mullen-Williams

Appendix 4

Participant Consent Form

NAME OF PARTICIPANT:

Title of the project: *Strategies from Dramatherapy supervision to augment newly qualified secondary school teachers' experience of self- efficacy and coping methods in their new role.*

Main investigator and contact details: XXX

1. I agree to take part in the above research. I have read the Participant Information Sheet which is attached to this form. I understand what my role will be in this research, and all my questions have been answered to my satisfaction.
2. I understand that I am free to withdraw from the research at any time, for any reason and without prejudice.
3. I have been informed that the confidentiality of the information I provide will be safeguarded.
4. I am free to ask any questions at any time before and during the study.
5. I have been provided with a copy of this form and the Participant Information Sheet.

Data Protection: I agree to the University processing personal data which I have supplied. I agree to the processing of such data for any purposes connected with the Research Project as outlined to me*

Name of participant
(print).....Signed.....Date.....

Appendix 5

Pilot Study Findings

PGCE Teacher trainee findings

Theme: 1. The importance of being valued and respected by students and staff demonstrated through being included and acknowledged in staff decisions and in student achievement	Line number in script
Being an integral part of student achievement	2, 4
Feeling a sense of belonging and being part of a team ,	8 14, 19, 23, 37 5, 35, 70, 76, 87
Feelings of vulnerability and isolation at not feeling valued by staff and students	23, 52, 61, 56
Feeling disrespected by poor student behaviour and staff attitudes	40, 44, 45, 48, 55
Cultural differences contributed to challenging teachers pre-understandings of students and staff	37, 39, 40, 48, 56, 57

Theme:2. placement mentors and the university tutor played a key role in the teacher trainees year	Line number in script
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The mentor influenced the teacher trainees self-esteem and sense of self-efficacy	15, 17, 23, 42, 45
There were inconsistencies in mentoring styles and approaches	66, 70, 73
University tutor played an important role in the teacher trainees coping ability	17, 79, 42
Theme: 3. Teacher trainees coped with a demanding academic workload and the challenge through support from others, relying on their own strengths and belief systems	Line number in script
It was challenging to manage the academic side of the training course with the demands of placement practice	32, 33
Gaining support from peers and school staff was helpful	32, 35, 70, 76, 87
Individual coping strategies to deal with the challenges	63, 77, 79, 29, 31
Theme: 4 More time to reflect on student behaviour with peers and externals would be helpful	45, 47

NQT FINDINGS

Theme: The impact the student teacher-relationship had on the teachers sense of efficacy and well-being	Line number in text
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Building good relationships with the students was indicative of success	4, 7,10, 12
Observing students' progress	10, 11,12,
Managing student behaviour was a challenge both physically and emotionally	17, 18, 19, 22, 23, 25, 35
Understanding the students need for consistency and trust with staff was an important element in building good relationships	39, 40
Off site behaviour management training for nqts was more relevant to managing school behaviour than in-house training	41, 43
Theme: 2. Feeling supported by staff and mentors	Line number in script
Feeling supported and involved by departmental colleagues and peers was crucial	2, 3, 4, 6, 10, 21, 22,31, 42
Feeling vulnerable without a supportive network	23, 32
Theme: 3 NQTS felt a reflective space would be useful to feel less isolated	29, 42
Theme 4: NQTS experience an increased workload and they were able to expand their skills and learning	Line number in script
NQTs enjoyed expanding their teaching skills	3,5,10,11
NQTS compared the year to their pgce year and identified how they had progressed	14, 15
NQTS felt that their workload was too much which was unrecognised by staff	27

NQTs discovered coping strategies and felt the year had enabled them to better manage themselves the following year	40, 45, 46, 47
Theme: 4 NQTS identified wider school issues as contributing factors to some of the challenges	Line number in script
The appointment of a new head teacher had an impact on the staff and students	37
A mass exodus of staff leaving the school impacted on the NQTS	37

Appendix 6

Semi Structured Questionnaire

1. What are your positive expectations for the NQT year?

2. What do you imagine the challenges will be?

3. How will you cope with these challenges?

Appendix 7

Semi Structured Questionnaire

Participant	Positive expectations of NQT year	Potential challenges of NQT year	How to overcome potential challenges
G1-01	Confidence as a teacher Develop craft Good student results	Workload Emotional fatigue overwhelmed	Good resilience Face challenges Work-life balance Future payoff
G1 -02	Improving grades Getting good grades in observations	Behaviour management in yr. 7& 8	Follow school policies
G1-03	Developing good relationships with students Develop as a teacher Focus on positive	Workload Dealing with behaviour Own high expectations	Explore why behaviour is bad Be proactive
G1-04	Reduced timetable as NQT Yr 9s to choose gcse music Confidence and freedom to develop teaching	Behaviour support from management	Developing own management strategies
G1-05	See progress in students Form good relationships with students Form good bonds with staff	Behaviour Meeting students' target grades	Mentor support Friends outside school Strategies from other staff Try different approaches
G1-06	Completing NQT year Settling in new school Improving behaviour management skills	Behaviour	Learning from mistakes Getting advice from others
G1-07	Make subsequent years easier Growing into a character	Time management Behaviour management Teaching lower abilities	Trial and error Networking with SEN dept.

G1-08	Learn a lot Teaching different specifications Building relationships with students	Maintaining classroom rules Sixth form teaching	Support form department Talking to myself
G1-09	Good student relationships Good grades	Behaviour	Department Other staff Myself
G1 -10	DID NOT WANT TO FILL OUT FORM		

Appendix 8

Group 1 Session Notes

Session 1 (13/11/12)

School environment	Session facts	My thoughts and reflections
<p>This is a brand new school environment and the first term</p> <p>I sit in reception waiting for IT (assistant Head) to meet me. He arrives at 3.15pm. He tells me how they still aren't sure what areas of the school are out of bounds for students to be alone, at lunch/break etc. The students are exiting the building. As we walk through the corridor we are passed by students. One almost trips down the stairs. As we get to the top of the stairs students bump into us who are hurriedly trying to exit the building. One girl swears as she passes by on the stairs at another student who is in front of her. The assistant head does not respond. I am led into the small drama studio. I walk in and begin to arrange the chairs in a circle. The assistant head tells me the nqts who missed the initial meeting are to meet me first.</p>	<p>07³² comes in and tells me he can't make the session because he has so much to do and that he has another nqt meeting tomorrow an observation to prepare for.</p> <p>I say that it would be important for him to be there as this is the first session. I suggest he writes down what his expectations for the work are. He says he will email them to me. A Head says he has told the other nqts to hurry who I have not met yet. He leaves. 01 enters with books under his arm. He asks if it is ok to get a cup of tea. 'is that allowed?' he offers me a cup I decline. 02 is next to walk in the door. He says hello and asks what time we are starting at I answer 3.40 as specified in the email to allow for teachers to do duties and registration. Then 010 comes in and introduces</p>	<p>The act of not coming seems a bit spiteful as it is said in front of the assistant head. A sense of control I'll do this but I won't do that</p> <p>Checking out the rules</p>

³² Numbers 01-10 are used as the NQTs' identity numbers in the research. They are the same as the ones outlined in the dissertation.

	<p>herself. She asks if we can do our meeting first. I say it is important to start on time and therefore is it possible to meet at the end. She says yes. 09 comes in and introduces herself. I explain to her about meeting after the session 1:1. Then 08 comes in saying she is really hungry and hasn't been able to eat all day. She places the pasta dish beside her. 01 returns with tea. ? joins and says hello. 02 is anxious to start as he has other commitments. I invite the group to choose a card from the deck of mythos spread out on the floor. 08 says she has forgotten to do something and runs out. The group chooses a card. 05 enters and apologises from being late. 08 returns. I reiterate the invitation to choose a card. I explain the format of the sessions; check in main activity and closure. Today we will be working on your expectations and concerns. They are then invited to share their cards with a partner. I hear them discussing class group incidents' yr 9s think a black horse is a stallion.' After reflecting as a pair they then share their reflections with the whole group. 01 does not share</p>	<p>It is already time and I feel I need to keep to the time boundaries.</p> <p>I can relate to this as a teacher however sense that there is a lot of resistance to getting the session started</p> <p>This usually drives me crazy with class groups who all walk in at different stages and it takes a long time then to</p>
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	<p>with his pair but does in the large group – the card t with the hourglass and the brick wall. 010 chooses devouring 06 chooses a dragon in the lake. 02 chooses ? 08 chooses the minatur. They discuss how they feel they have to wear a mask even though this contradicts how they are really feeling (06)010 talks about feeling really angry or really terrified. 05 chooses a unicorn.</p> <p>I efect back the extremes they have noted and the fact that there a re observations at present and suggest how they would like to use the mentoring space. what would be useful? What wouldn't? They discuss in new pairs/groups. I invite them to present these expectations and concerns through a sculpt using items in the room. There is a slight hesitation about who is going to work with who. 01 and 09 work together. They use books to represent what they don't want and a hand-out under a notebook with a pen as what they would like. They don't want the sessions to be too heavy. 08 & 010 create a sculpt using chairs, two chairs to represent 'the system'</p>	<p>get the class settled and started</p> <p>I can't remember what it is. Does he not want to be remember or indeed noticed</p> <p>Has made reference to this prior about yr 9s. Also 05 is</p>
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	<p>where there is no place for individuality and another two chairs that are slightly at angles covered with id cards, a coffee cup, pen and paper. 02 & 06 create two sculpts using an individual chair to represent each. One represents 'being ready and prepared to work.' The other which has two cards balancing against each other represents unnecessary stuff, discussions that do not help them. We visited each sculpt. 01&09 spoke about how they already have information overload. 08&010 spoke about the uselessness of venting about things that cannot be changed regarding the system. They then de-rolled the sculpts and we returned to the circle. I reflected back what they had discussed and created. I then brought up the conversation of confidentiality and explained how it was important that what was said in the space stays in the space. I also spoke about how information such as the themes of the sessions would be fed back in generic terms but no details and anonymity would be respected. I</p>	<p>from Ire could this refer to her sense of being in a far away land?</p> <p>Feel need for them to let go more to the boundaries thatr sitting confines them to.</p> <p>Might these also be the expectations of their class groups?</p>
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	<p>explained that we would re-visit this with the rest of the group in the following session. I reflected on the session and lastly asked them to reflect on the issues and themes that arose in the session reverberated situations in the school their classes. They nodded and then we said goodbye.</p>	
	<p>Had very emotional interviews with 010 And 09. 09 was upset about how different the schools are in London compared to Ireland. She was worried about confidentiality and she may be judged by the group.</p> <p>010 was very upset crying but almost fuelled by rage at having to come to the group. I said it was her decision. I felt bad that I was researching when someone was so clearly upset.</p>	<p>I found it very difficult to do my notes after this session as I felt like I had encountered post-traumatic stress disorder. This was later explored in clinical supervision and with academic supervisor. My</p>

		guilt at recording due to an over identification with the teachers.
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Session 2 27/11/12

School environment	Facts	Reflections
<p>The school is preparing for head teacher interviews. They are being led by an interim head teacher at the moment</p> <p>I walk into the school sign in and wait in reception. 05 comes past and asks if I need something or if I want her to bring me up to the room. I say I'll be fine. At 3.15 I ask for IT but he is not around so I go up to the room. A child trips as they pass me. The school seems calmer than the last week. I see staff in jeans and casual clothing. It feels less energy charged. A student comes into the room we work in and asks me who I am. We chat about how drama can help you in careers. He is curious and asks my name. I say Julianne.</p>	<p>010, 09 & 05 come in and talk about been drenched at the zoo. 07 comes in followed by 04, and then 07. 03 stands at the door and doesn't come in. she asks for 02 and says she'll go and get him. We begin and 01 arrives. Each gives a word to describe where they are at, conflicted, unsure, fine, knackered, amused.</p> <p>Just as we begin to talk about working with the parachute an assertive member of staff comes in and insists we move as they are preparing for the head teacher interviews. I ask if it would be possible to stay. No is the answer. 04 offers to go to his room as it is a big space. They help take the props. We get to the room caretakers are moving boards into the room in preparation for tomorrow's interviews. We are delayed. I ask them how long it will be.</p>	<p>I am surprised yet relieved to see R after the last session. Another reminder of the aftermath of war that it felt like I was entering that first week.</p> <p>03 feels like she wants to run away at any opportunity.</p> <p>It is difficult to remember exactly who said what. They seem like a mass at the moment rather than individuals.</p> <p>Even as a visitor I felt like a student again, slightly vulnerable.</p> <p>Again another session delayed starting on time. I am now very conscious of the boundaries</p>

<p>He leaves.</p>	<p>They say a minute. I wait for them to leave before starting. We begin with the parachute in a game of 'fruit salad.' One person makes a suggestion and anyone who agrees changes places in the circle. This requires letting go of the parachute and catching another side if you change places. I suggest the first one 'anyone who is irritated at having to change room. Other suggestions included anyone who had to sort out 4 fights in a classroom since the start of the year. Bring the topics to the groups of students . what might class groups need to feel safe? Suggestions included not being the only gender, not having others take the piss out of their opinions, discipline, making them feel secure, and safe, being put in groups with people they are comfortable with, sometimes the group know better about who they can work with than the teacher at this stage.</p> <p>I then invite them to consider what their class groups might fear about being in a new group –</p>	
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	<p>suggestions include awkwardness, all talking out of turn, calling out the answer when someone else has been asked the question. 03 and 02 did not change places once throughout the exercise. They talked amongst themselves a lot and it was quite obvious at times. 02 went to change and then changed his mind and returned.</p> <p>We continued to hold onto the boundary of the parachute while we discussed the boundaries of the group. Topics included group confidentiality, trust, respecting opinions, feeding back to IT and senior management. A generic report.</p> <p>Then we sat in a circle and the group were invited to create a picture/sculpt to present their metaphor for teaching at the moment. They became highly energised as they explored the objects, started drawing , mixing drawing and sculpting. They shared their sculpts in pairs. The invitation was to say what you see.</p>	<p>I question how comfortable they feel being in this group. Second session and all ten are present.</p> <p>Their resistance to taking a risk and making a suggestion or indeed sharing their agreement or disagreement was made really obvious. I sensed a real fear of engaging with the group. Only two black members of the group.</p> <p>Trust Vs mistrust – parachute and letting go, jumping into the unknown of this type of group</p> <p>Freudian slip meant to say ‘parachute’</p> <p>During this 03 did not hold onto the parachute. Was this an unconscious refusal to be a part of the group or perhaps follow guidelines set out by white participant and a white facilitator.</p>
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	<p>This exercise became quite animated. 03 found it difficult to engage with it. She found it difficult to say what she saw on 02's sculpt. 02 had to leave at 4.30pm. 03 joined 01 and R. She became more engaged then. They swapped groups and continued the sharing process. Lots of energy throughout. I then invited them to share a question they might have had about their sculpt on teaching. They commented how they all shared similar questions such as 'how to remain sane?'(04)</p> <p>How to manage taking on a fifth ball in 07's sculpt. This prompted a relief to know that other people shared similar experiences. This prompted other topics of conversation such as how some of the students are not looked after at home. 01 brought up how he felt bad about the students from bad backgrounds. 05 talked about how some don't even eat breakfast, don't have a warm coat and compared it to her upbringing. I reflected back how parents are able to care for children when they look after themselves</p>	<p>A difficulty engaging with 'play.'</p>
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	<p>and the same might apply to teachers.</p> <p>The final ritual included what they wanted to take away from the session. 07 – hasn't laughed that much in work before.</p> <p>08- the fact that some students don't get breakfast and to ask them if they have or not. R- the parachute game, leave behind the cold from the zoo. 05- how the cow used in the sculpt reminds her of Ireland 'home.' And how she is feeling homesick. She would like to leave behind angry feelings towards certain students. 04 –the fact that he needs still chairs in his room and leaving behind the moving uncontrollable marbles from his sculpt that represent the chairs on wheels in his room that students use. 03 taking away her image of the car in the sculpt knowing that she doesn't like going back a gear, wants to go forward.</p> <p>01- take away positivity and leave behind negativity.</p> <p>D – that others feel the same and leaving behind his image of the bird which represents</p>	<p>Yalom's curative factor</p> <p>Maslow's hierarchy of needs, if these aren't met trust may be difficult to establish, the role of the teacher expands to loco parentis. 05 is Irish and was educated in Ireland</p> <p>Had a thought about how parents/adults are asked to put on their oxygen masks first before their child's in the event of a drop in air pressure on flights. We were working with a parachute.</p>
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	<p>education and the students are running away from it.</p>	<p>Go back to childhood games/experiences with groups perhaps</p> <p>Feels like the ‘right thing to say.’</p> <p>They find it difficult to leave. They stay in the room while I am packing away. I’m left with the themes of losing marbles, keeping sane, surviving, finding the land, expectations, role of a parent, missing home, group hug, missing brains (01’s sculpt)05 said she likes to know when the last of something is as it signifies the holidays,</p>
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Session 3 11/12/12

School environment	Facts	Reflections
<p>I arrived early today and went straight to the area near the studio. IT walked by and said how ill he had been and there was a bug going around. He went off to teach and suggested I go to the staffroom</p> <p>I got prepared and couldn't help overhear the conversations about tiredness and looking forward to the holidays. One teacher spoke to me and told me to not to leave the staffroom until the students had gone as I might get knocked over. There was one particular member of staff who was giving orders about sending emails. It was as if she were talking to a group of students and not teachers. At 3.15 I made my way across the corridor to the studio.</p>	<p>While setting up 01 and 04 came by and said they would be in after and NUT meeting that was taking place in the adjacent drama studio. 08, 09 and 06 came at 3.40 and said the others were on their way. 02 and 03 came in and asked if they could go to the nut meeting. They said they would be back later. I said I was beginning the session. I invited the three who were present to choose an animal card of their choice that they were drawn to.</p> <p>08 likes horses card said 'freedom' and choice. 06 chose porcupine because it said free yourself of guilt and shame. He gave an example of holding boundaries by not continuing teaching in a lesson till everyone was quiet. He said 'shouting' doesn't work. 08 spoke about how she was tired of shouting and that she had been called a 'shit' and a 'bitch' as students were leaving her classroom. She felt 'dumped' on. 09 spoke</p>	<p>I felt really resistant to this as I didn't want to catch anything.</p> <p>I felt really irritated by this as it felt they would have gone anywhere else if it meant they didn't have to come to the group. Remind me of myself when training as a dramatherapist at Roehampton and my attitude towards the group</p>

	<p>about how she has been trying to detach herself more from taking the children's behaviour personally. She spoke about 'pushing boundaries' students trying to come into the room when they are not supposed to. She told them 'out out.' The students in question asked her not to treat them like a dog.</p> <p>After the check in wherein the themes of boundaries and 'acting out' were prevalent I invited the group to write down a question they may have about a particular class. The invitation was to sculpt or draw the scenario being questioned. 08 and 06 went and got objects to create a scenario. 09 asked if she could write it down. I suggested she could write it as a story which she was content to do, 'oh an allegory.' They worked for approx. 10 mins. 08 shared her question first. 'How can I get them on the same side? Her sculpt was a football pitch. The objects consisted of 2 pigs (they want over attention), a panda (internally wants</p>	<p>Interesting 'dumped on' and being called a shit.</p> <p>I feel in the role of teacher.</p>
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	<p>attention), a dog with a paper in its mouth (a pleaser) and a horse (internally wants attention). She said she felt they were all against her. She didn't choose an object to represent herself. I suggested to her that it may be difficult for her to define herself with this group of yr 8s. she said there are boundaries with this group but they are disruptive and hostile. I asked her to speak from the point of view of each object/student as to what they need or may be looking for from her that they are unable to verbalise. All of the students shared a common need that of being given attention and noticed. Some acted out this through disruptive behaviour other sat in silence. She felt the quiet ones were asking her what she was going to do about it. I commented how there didn't seem to be a ref on the pitch. They were all playing like individuals and not playing as a team. I asked what would need to happen /change in order for them to all be on the same side. She said get rid of the extra goal posts and balls except one and give each of them a</p>	<p>M chose a horse in the check in</p> <p>Are there any parallel processes at play with the missing members of this group.</p>
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	<p>'captain role' within the class to monitor boundaries, give them some responsibility . m then changed the sculpt and included herself using her id badge in the sculpt. She said she found it quite cathartic and felt better about it already. Her new title for the sculpt was kick off. N was next to present she asked another member to read out the story about an elephant who was trying to understand little mice with sharp aggressive teeth. This was about another yr 8 group. There was a theme building developing. We briefly discussed that they were yr 7s last year who had experienced an exodus of staff and how the Christmas holidays were coming up. Perhaps they were worried that these nqts would not come back in the New Year.</p> <p>They had not considered that before and felt his may have been a reason for their clingy behaviour with questions towards the teacher such as 'Do you hate us miss?' N said this made her feel guilty. 08 read her story.</p> <p>06 shared his sculpt. He created two but was</p>	<p>The disruptive behaviour waiting for some order and a ref.</p> <p>Afraid of verbalising this story?</p>
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	<p>drawn to the one entitled ‘why do they throw things across the room?’ the student doing the throwing was the tiger who is often ‘sulking’. A dog often gets ‘injured’ during the throwing. This prompted a conversation by 09 about how teaching in London was very different to teaching in Ireland. In Ireland there would be shame attached to being sent out or reprimanded for bad behaviour. Whereas in London it is seen as an accolade of some kind. 06 said he knew how to change the situations. He would get the two students thrower and victim to change places so that the thrower would be at the front. This way he would get the necessary attention.</p> <p>We de-rolled the sculpts and sat back in the circle. No one else attended the session. 010 sent an email saying she couldn’t make it and 07 was ill.</p> <p>I asked the three present how they were going to treat themselves this evening after a busy day. 08 was going to spend her evening with her husband at the Christmas markets. 09 was going to decorate</p>	<p>Also what have the new staff being ‘dumped with ‘ from last year.</p>
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	<p>her tree and 06 was preparing for his engagement at the weekend.</p>	<p>Difficult to verbalise her own story but easier to verbalise it through someone else's.</p> <p>Felt D didn't get enough time to explore his sculpt.</p> <p>,</p> <p>This was my second wedding anniversary. a need for support from partner</p>
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Session 4 15/01/13

School environment	Facts	Reflections
<p>Quieter than usual. First session since the holidays.</p> <p>I arrived earlier than usual today. The lady at reception who gave me the id pass didn't seem to remember me.</p>	<p>I arrived earlier than usual today. The lady at reception who gave me the id pass didn't seem to remember me.</p> <p>I meet IT and speak to him about drama related issues. I sit in the small studio space. 05 arrives first. And speaks about how behaviour is crazy mental at the moment and that is probably why no one else has arrived yet. She speaks about a punch up that occurred in her yr 8 lesson. Shortly afterwards 08, 07, 010, 04 and 06 arrive and are talking about the craziness that seems to be surrounding their class groups at the moment. Conversation also centred around student and teacher belief systems. Mass had to be stopped so the A.Head could tell them how they should be behaving.</p> <p>I invited them to choose a card from the cope deck . They each chose a card that reflected the day/week/term they were</p>	<p>I've been there 4 times and they don't seem to remember who I am. I wonder if this is how the students and the teachers sometimes feel.</p> <p>I was worried they wouldn't show. I was feeling tired and apathetic.</p> <p>A possible response to the Christmas break.</p> <p>I'm worried that they are 'out of control' re talking and venting about the students. Perhaps a parallel process of contradictory belief systems</p> <p>Must do something around culture and belief systems next week. May be mandalas.</p>

	<p>having. a lot of themes that came up were frustration at not being able to contain some of the poor behaviour notably from yr 8 & yr9. This led to other discussions about belief systems, the students and staff following catholic rituals but not understanding the religion. 05 said how in Ireland RE state exams were only set up in the last 10 yrs.</p> <p>After what seemed like a lot of venting I invited the group to explore the themes in two separate groups as there appeared to be commonalities. They got themselves into groups. One group of 3 chose to explore a notoriously difficult yr 8 group (04, 06, 010)</p> <p>The other group chose to explore yr 9s (05, 08, 07)</p> <p>They were invited to create an image that depicted the students of concern it could be within a metaphor or story. The yr 8 group created a bouncy castle where the floor was constantly uneasy. They placed themselves in the group and then entitled this image 'how to gain control?' This was</p>	<p>Uncanny as this is what seemed to be emerging coping with craziness – lots of fights in lessons, teachers being emotional punch bags</p> <p>Student behaviour clashing with teachers belief systems about education</p> <p>Similar to how I feel when students I teach ask me about my private life</p> <p>Similar to how I feel when students I teach get distracted and are off task</p>
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	<p>followed by labelling the students with ‘I need...’ sentences.</p> <p>The second group created an image of 4 horses in each corner of the paper. ‘‘Apocalypse when?’’ was the title. They found it difficult to place themselves in the image. Each group was invited to say what they saw in each image. In the first image they said that perhaps a way of controlling them could be by tiring them out at the start of the lesson by giving them a physical activity to channel their energy.</p> <p>The second group received comments that included uncertainty as to who were the teachers and who were the staff. This led to helpful insights for the second group especially 08 who noted how may be the horses represented the staff from the student’ point of view and the apocalypse reference is the teachers’ lack of optimism and their feelings of dread surrounding the students. After some discussion we de-rolled the images and the space and then returned to the circle. I asked them what they</p>	<p>Very young needs such as I need a male figure I need attention. Says a lot about the emotional age group of the students. Very infant like.</p> <p>Another war- like metaphor in the first session.</p> <p>Wonder if students are feeling out of control and looking for boundaries</p>
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		<p>Monitor this when certain group members are present or absent.</p> <p>How come the others showed up? Why are they protecting them? Is the not coming a form of storming?</p>
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Session 5 29/01/13

School environment	Facts	Reflections
<p>Arrived at 3pm didn't see anyone. Went directly to the room and IT came in and chatted for a while. Quite busy en route to the room felt I had to dodge through children almost invisible like.</p>	<p>I emailed them in advance to remind them about the session.</p> <p>While I was speaking to IT 05 came in we were generally speaking about Ofsted and how they have become the 'bogymen' of education. Then the fire alarm went off and we had to evacuate the building. I followed 05 down to the playground where we had to wait. I bumped into the other nqts en route and felt outside my comfort zone. After approx. 10mins we were allowed back inside the building. 08 and 05 arrived first. 08 mentioned having a bad day. 05 mentioned only having one 'bust up' today. Tuesday seems to be the days of the most fights. I offered them a game with the balls as a</p>	<p>I am in the midst of Ofsted prep at ?. Although we don't know the exact date we know an inspection is imminent</p> <p>Reference to the shadow, the judge</p> <p>It reminded me of the academy and being in the playground doing duty.</p> <p>This happened outside of school hours so was not sure as to how they could account for students etc.</p>

	<p>way of shifting the energy. 08 and 05 were open to this and we started to pass the ball to one another. We were then joined by 07, 04 03 02 and 01. They were slightly apprehensive about joining in but did so and got into it. Then a stranger came in and asked if she could join us. She is an nqt who joined in January.</p> <p>After a few mins I invited them to reflect in pairs/threes their experience of the game. I speak to the stranger quietly about how this is a closed group and that I'm sorry she didn't get a clear message about the group.</p> <p>She leaves. We re-group and I reflect with them on what happened. They initially responded saying they didn't mind who joined. I reflected with them about what it is like when someone unexpectedly shows up in your lesson. They said it might be a joke etc. I voiced my reaction of how it might throw you. I then asked what it was like for them to have someone new enter the room. I voiced how it may have slightly felt</p>	<p>There was a slight panic to pass the ball and get rid of it quickly.</p> <p>My gut instinct was no but kept the game in play as it would have felt very disruptive if I had stopped the game at that point.</p> <p>I felt really guilty asking her to leave but I had to maintain the boundaries.</p> <p>There was a huge silence in the group. A real sense of tension. Possibly because there were three who had not attended since before Christmas.</p> <p>There seemed to be a huge fear, a silent elephant in the room. I felt I was going out on a limb voicing what it might be like to have someone new but I also realised how important it was for the group process and also the processes that take place In their</p>
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	<p>uncomfortable or jarred with them . There were some nods in agreement. Instead of moving onto another task I offered them the opportunity to continue what we had worked on last week or mind map burning questions. 07 said it would be difficult to continue last week's work as three of the group weren't present. Silence.</p> <p>I offered them paper and pens to note down any questions from the week. As they were doing this I felt an urge to work on group process stages in order to acknowledge what I felt was happening in the group. I didn't want to gloss over this as I felt it was a pertinent theme and issue to the group as well as their class groups. Then I asked them in groups of 3/4 to consider the different stages a group goes through either in relation to their class groups or celebrity shows where a group's process is heightened. They worked for 10 mins on this. (02 03 1) (01 04, 07, 08)</p> <p>Themes that arose included early forming stages, smaller groups</p>	<p>classrooms. 07 said exactly what I was thinking. I felt I was picking up real hostility about commitment to the group through the silence. I should have talked about what that means to them but I was torn between this being a supervision/mentoring group and not a therapy group.</p> <p>I had an inkling about this prior to the sessions and had planned to do something on it.</p> <p>When they were deciding to get into groups there was quite a bit of charged energy and a hesitancy before they got in to groups. I felt a reluctance/resistance from the others to working with 02 and 03. El just turned her</p>
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	<p>then some kind of conflict, despair, then getting through it and morning the group and celebrating how great the experience was. 05 03 and 02 chose a yr 7 group and the others chose a celebrity group. 07 spoke about people take on different roles. Each group feedback to the whole. 02 left just before doing so. I voice to reflect on how they go through the group stages, what are their responses, reactions . towards the end I ask if they would like to say anything else. 04 asks if he could go through his questions. His question was how to get through to gcse students that what they do now affects their futures. 08 responded saying she was like that at that age. It took the reality of having to cram to get through the importance of study/preparation for exams etc. 03 was very forthcoming and offered some interesting advice. She spoke about how they the students are at a particular stage in their lives and they can't understand the importance of work yet. 05 said that they will learn but sometimes that is trough failure. This led</p>	<p>chair and joined them . My gut response was typical Irish!</p> <p>A parallel process to me wanting them to come to the sessions</p>
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	<p>to other questions about how come the teachers are to blame if the students don't 'do well'. How can we make them? This prompted further reflection and discussion from 03 about how you can't make them you can only do your best. Then they spoke about how the students love to get you off task. This was prompted by 08 question of how do I engage the students when I am teaching them study skills. Others offered suggestions about games at the start etc. I asked them to explore the notion of what happens when they go off task why they think the students try to do this what might it be about?</p> <p>It all came back to they get to connect with the teacher on a human level. This reinforced the developmental stages explored where 05 exclaimed how a lot of her yr 7 and yr 8 students were exhibiting trust vs mistrust issues.</p> <p>We discussed how the students have basic needs to trust staff before they can learn. As we drew to the end of the session I asked what each would</p>	<p>Link to Bion's theory</p>
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	<p>like to take away with them from the session.</p> <p>07 –tired unable to voice</p> <p>01 –humanity</p> <p>05 – that it is not my fault</p> <p>03- it is ok to drop the ball</p> <p>04 - it is a short term</p> <p>08- my own role during group stages</p>	<p>What does it mean to be a teacher? How does this contradict/reinforce their own inner student roles.</p> <p>Look up Goleman</p> <p>I wonder if they trust me to hold the boundaries.</p> <p>Feels scripted</p>
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Session 6 (12/02/13)

School environment	Session facts	My thoughts and reflections
<p>This was the first session after the Ofsted inspection. It is also the week before half term. When I walked in there was someone new on reception. I explained again that I do work with the nqts. I got my visitor pass and proceeded to the studio. I was aware of children coming down the stairs and I was concerned they might knock my coffee over. I met IT on the way into the room. E followed in and spoke about how Ofsted went and that he had stayed up all night on the Wednesday in preparation for the inspection on the following day. I asked how the nqts got on during their first inspection as teachers. He commented on how they had got on very well and had got positive feedback from the inspectors of how strong they were.</p>	<p>04 came in prior to the session starting and told me had an observation the next day and could attend the session. I spoke to him how what we may be doing may be helpful for his observation. He said he might be late but that he would come back. 05 was the first to arrive. She mentioned how it had been another busy hectic day. 'its something about Tuesdays.' She related it to a yr 9 group that she is struggling with. She said she had got to the stage where she doesn't go on in the lesson until everyone is listening. Then 08 and 09 came in. This was the first time I had seen 09 since before Christmas. Then 07 & 06 arrived. As they were sitting in the circle they spoke about the day they had had. I waited for an opportune moment and offered them if they would like to do something more physical. I then clarified what time we would work until as I felt we needed a reminder of the time boundaries. We had gone over by 5 mins the last</p>	<p>I had felt really tired at the end of my teaching day and got a strong coffee (which I am also drinking now as I write these notes)</p> <p>On reflection re: N I recall the last session she attended where she told the story about the elephant which I also used as in the elephant in my clinical supervision session in December. There is a sense that if I didn't focus the session they wouldn't stop talking about their days. (aware I feel really tired and am yawning as I do these notes, I just want to leave the library and go home.) this was the first time I had played the chair game with a group where the game never really took off. Play was not</p>

	<p>week due to the fire alarm. I suggested the chair game whereby one person walks around trying to sit on a chair, the others must occupy the chairs in order to prevent this from happening. When we started 06 went and closed the blind on the door to the studio. He said he didn't want the students seeing him play. Each had a go at being the person walking. When all had had a go I asked the group to reflect on what that was like. They all commented on how they felt the person walking looking for the chair was the most exposed and that it reminded them of students who are scapegoated by the class group. Ones who behave differently and are exposed. I asked them what roles they felt we were playing during the game and they said I was the teacher and they were the students. I asked if they felt this dynamic anywhere else. They said with some senior management who make them feel like children. This led to an invitation to explore the roles within the classes that they find the most challenging. 06 and 07 paired up, m and 09, 05 and 06. They spent</p>	<p>free it felt awkward and very watchful</p> <p>During this time I felt I was a teacher and they were the students who again were trying to stay off task by talking about different students,</p> <p>I reflected back how I was the teacher just after M asked if the</p>
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	<p>15 minutes noting down the dominant roles, the role that these cast them as and to reflect on where else in their lives they may play/have played these roles. I asked them to reflect then on the difficult roles that they felt were not chosen but projected onto them. 08 spoke first she discussed feeling like the exasperated mother by students who were cast as the baby role. 'I can't do it. I won't do it alone.' 07 spoke about being cast as the 'opponent' and playing to the tune of this particular student. Once the 'game' between them was played at the start of the lesson he felt contained.</p> <p>The others had spoken in pairs and we were running out of time. I asked them to consider what they would take away with them about roles. 08- to reflect on what roles I am cast in and the impact that has. 09- that she has taken on a calmer role and want maintain that as it fits the teacher role she had last year when teaching in Ireland, 04- to explore different roles when with the class group to see what happens. 05-</p>	<p>circles had to touch and later N and 06 thought they had done their circles the wrong way.</p>
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	<p>reflected on the invisible role</p> <p>07- reflected on how his role has shifted since sept with one particular student, 06 – I don't have to be the 'angry' teacher I have a choice. As we closed they continued to talk amongst themselves and didn't seem ready to leave. They thanked me and said goodbye.</p>	<p>Yr 7 group students who are technically 'the babies' of the school.</p> <p>This could be an issue around what is known and trusted.</p> <p>They are never ready to leave the session. I wondered where 03, 01, er and r were and what</p>
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		roles they were holding for the group.

Session 7 26/02/13

Environment	Session Facts	reflections
I arrive at the school at 3pm and sign in. There is what seems a security officer on the door who asks if he can help me. Then when I sign in there is someone new at reception. Explain my reason for being there and the staff member that I co-ordinate with. I go up to the room and am aware as I walk to the room of students in classrooms and in corridors getting ready to leave.	I arrive at the room and set up the space. I sit and wait. I don't see IT. It gets to 3.40 and still no sign of any of the group. At 3.45 08 comes in a says 'oh sorry for being late.' She asks how I am I say good. Then 07, 01 & 04 come in a followed by 06. 05 comes into the room and says she's <i>'really sorry she can't attend as she has a tiler coming.</i> I reflect how I heard from 02 about not coming but not others. They responded oh we don't see everyone all the time as we have different staffrooms. I ask them how they are and explain what I have planned for today. To begin with a question they may want to explore with the group regarding group issues, student roles that are challenging in the group. They write the questions on post notes and then I	02 emails me to say he has told IT that he can't make it and IT and said he should email me to tell me. This makes me think about the racial developmental theory and what stage 02 is in. He 'does and says all the right things' but it is very difficult to see the real person behind the persona who in the hierarchy of the school is a black man in a school run my white people. When I walk past the students I become suddenly intimidated and imagine feeling threatened if I were teaching them. I imagine them questioning me and not following my instructions because they don't have any faith in me. Without their belief faith in what I do I am redundant. This is

	<p>ask each to check in about how their half terms has been. 08 says relaxing, she spent one whole <i>day in her pyjamas. The Ofsted inspection had her exhausted her.</i> She didn't do any work and that it was like her weekends where she refuses to d work so she can recharge properly. 07 says it was refreshing. However <i>he has to work on the weekends because he has 4 periods on a Monday.</i> 04 says relaxing. 01 and 06 concur. I invite them to work on mandalas as a way of linking their 'free and recovery' time to their roles as teachers. I outline the proposal of representing each of their following roles in their mandalas with shapes, diagrams, patterns etc . teacher, student, teacher/student, belief and artiste. 04 says '<i>I'm struggling, I just don't get it. ' Nothing is coming to me.</i>'</p> <p>There is a slight uncertainty amongst the group but slowly they begin to engage with their mandalas. After approx. 10 mins I encourage them to reflect on the roles that are taking up the most space, the roles that are taking up the least space,</p>	<p>overwhelming and unbearable.</p> <p>I reflect to myself how/whether his students feel that way in his lessons and whether they project those feelings on to him.</p> <p>The notion of space makes me wonder whether that needs to be linked to their belief and artiste space. How and</p>
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	<p>and how their roles and the space they take up may link to the questions they wrote on the post its. 04 begins to draw and seems a bit disappointed that he can't engage with it as deeply as the others. I ask them to share their mandalas with others, in pairs and to let their partner say what they see. 08 and 07, 01, 04, & 06. 08 and 07 offer interesting insights to each other. 04 offers interesting insights to 01 regarding his belief and how that is taking up a small part of his mandala. They reflect on 06's mandala as very teacher heavy. The discussion is brought to the whole group and 07 reflects how his artiste is on the edge of the mandala and quite small and that he would like it to take up more space. This leads to an in-depth exploration of 04's question. He asks to go first. His question is how to make a certain student shut up and stop with the verbal diarrhoea . I invite the group to help explore this question with their thoughts. This student doesn't stop talking. He is given lots of warnings but breaks all the boundaries. He frustrates 04. I ask 04</p>	<p>when do they give themselves time/space to reflect, to digest. Makes me think of the learning relationship and the importance of digesting. 04 's question pertains to a student having verbal diarrhoea</p> <p>Although 04 struggles to do the mandala he wants his question explored and</p>
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	<p>which role is strongest while with this student he says teacher. This role takes up half of his mandala. I ask him how he feels when with this student. He says <i>'that he needs constant warnings and to be strict.'</i> I ask him to put the teacher role to the side and say what he really feels, gut reaction, I reflect the link to the verbal diarrhoea . He says <i>' I want him to shut up, you stupid little idiot.'</i> I reflect on what that might be saying about how this student experiences others. 08 and 07 say how other students mock this particular student. He is like the class clown. I reflect how that might be about how he feels about himself. 04 says <i>'once you meet the parents you understand why the student is the way they are.'</i> I reflect back how it doesn't have to be a forgone conclusion that this child is beyond help and change. There is another way of being. I ask what does this child want from you? He says <i>'Attention.'</i> I ask how can you acknowledge this within your teacher role? He thinks for a bit and then says. <i>'I could play music instead of giving a</i></p>	<p>volunteers enthusiastically.</p> <p>As I am saying this I am aware that I am gesturing my hand t the left in a putting to the side motion. I reflect later how I want him to put his teacher role to the side and know what he really feels towards this student.</p> <p>The scapegoat an area that warrants further</p>
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	<p><i>verbal warning, I do this with other classes as a way of calming them down.</i>’ The others feed in with other ideas such as playing a different noise when he is good. 01 added a comment about seeing the human side of the teacher which is in their artiste side, he recalls enthusiastically ‘ I remember my English teacher was so passionate about the subject, he wrote theatre reviews, he always shared his love for literature by being actively involved in his subject. This made 07 smile as he is an English teacher. 08 and 07 spoke about how they share their artiste side with their classes by reading at the start of the lessons to help the students acquire a love for the reading rather than as a chore, tick box. 08 talks about with one class she says she uses lots of praise and feels like a mother but not the exasperated mother as she feels sometimes with other groups. 06 says how with his yr 11s he can be more in his student/teacher role where he can share his own learning from his degree to enhance his students’ learning while at the same</p>	<p>exploration in another session.</p> <p>Slight bit of cynicism.</p> <p>The learning relationship Biddy Youell and omnipotence. I am reminded about my own education. I was always terrified answering questions in front of the class and had to rehearse it always in my head first. Was I scared of the’ not knowing.’</p>
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	<p>time nurturing his own interests in his subject. 03 comes in 40 mins late to the session. She sits beside 07. She is unclear as to what is going on. However she feeds into the conversation and makes references to parents' eve tomorrow eve. This is in response to 07's question about a student. This student will not do any work unless he is standing over him. However he has tried different strategies and he feels slightly manipulated by her. She wants his undivided attention. I apologise that we only have a few mins left. He apologises for 'monopolising.' They find it difficult to leave. They comment how my minutes have different lengths to the conventional minute. As we close I reflect what they will take away from the session. 08 says <i>'it was quite cathartic. It made me think about why I wanted to become a teacher and what I enjoy about the role. I had forgotten that.'</i> 06 says he wants to <i>'stop being angry.'</i> 07 reflects on his <i>artiste role and wanting to give it more space.'</i></p> <p>04 says <i>'I'll play the funny noises with the</i></p>	<p>I play games that I enjoy with the group at the start as a warm up. Food for thought for the next session. How can I impart some of my artiste to enable further reflection? Perhaps a scene from <i>Translations</i> by Brian Friel</p> <p>Why? I wonder is this for tick box or because she has bumped into IT?</p> <p>Even though I state we would only have time to</p>
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	<p><i>student in question.</i>’ 01 and 03 don’t feedback. 03 says <i>‘well I don’t really know what happened in the session.’</i> They say thanks and goodbye. 04 says <i>‘so it’s in two weeks’ time, see you then.’</i></p>	<p>explore one question in detail he needs attention about his question</p> <p>This is not the case however it could be a projection of his student who made sure she ‘got attention.’ Consider how the teachers themselves and myself get ‘attention’ how do we seek it?</p> <p>Racial developmental theory, what does it mean to be black in a multi ethnic school with white managers?</p> <p>Why did I not challenge her about being late? I felt she has seen enough? That is the attitude I got from</p>
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		her at the very first interview. she gets my attention by arriving late
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Session 8 13/03/13

Environment	Facts	reflections
when I walked into the school I went straight up to the room. The receptionist that is usually there remembered who I was no questions asked. I spoke to IT he spoke about morale being quite low at the moment in the school and that it was a topic with SLT. He said the nqts are quite 'tight lipped' about the sessions.	<p>01 arrived first and then went off to get a cup of tea. He offered me one I declined. Then 07 came in thinking he was late and sat down. Then 05 arrived and sat down followed by errand 03. 03 felt cold and so went off to get her coat. 08 said she had to go early as she had an appointment. 04 arrived. I reflected how we were half way through the sessions and that it was time to do the outcome measures again. Thy looked aat them and reflected how long it seemed since the first batch. 03 returned but did not engage with the questionnaires. I offered her a pen .</p> <p>07 arrived and took part. After the questionnaires I asked them to reflect on what that was like doing them again. 01 reflected how the first time they did it it was 'very idealistic.'</p> <p>Between the outcome measures and the drawing 04 spoke about the student from the last time saying how he had made him cry</p>	<p>This made me feel like a teacher trying to engage a disengaged student.</p>

	<p>as he kept the warnings till the end of the lesson so this child was upset when given the warning, they were then invited to create a map of their journey so far using the metaphor and then by interpreting that themselves as to what it meant to them.</p> <p>They had 20mins to do this. 02 came over to me twice asking if he was doing it properly. I said there was no right and wrong. When he did the drawing he included success elements as in he now can class manage better. However there was very little about how he felt about the journey so far. I reflected this with him. He said that was what his expectations of teaching were. I reflected with him how that was his experience of how things should be but how did he feel about it may be different. He acknowledged the naming and then apologised how he as to leave early bt he has to pick up his children from the nanny. 07 was sitting a seat away and was listening to my conversation with er.</p> <p>Then we reflected with each about what their map meant to them, what the experience was like.</p>	<p>I felt oh no they've regressed what about all the work we did last time. However doing the outcome measures again probably brought them back to when they had less experience.</p> <p>It felt like the ice had been broken</p>
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	<p>I also reminded them to feedback at their leisure to SLT. They nominated teachers who were not there.</p> <p>On the way out I spoke to 03 and asked if she was ok as she seemed to find it hard to engage in the work. she said she finds it difficult to do anything creative and therefore felt it difficult to attend the sessions. I reassured her that it was ok to say she couldn't access creative activities and that there are other ways of accessing the mentoring/supervising. She said ok. I reflected back with her how valuable her input in the sessions was and she seemed quite shocked by this</p>	<p>Had had a difficult time with my own students as they were acting out not only the roles from their devised pieces but were also in the storming stage and I was the primary target. I felt frustrated and found it difficult to observe the situation from a therapist perspective.</p>
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		<p>It was like talking to one of my students who struggles with the lesson. it was a great relief to have this conversation with her as I value her presence and input in the sessions.</p>
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Session 9 26/03/13

Environment	Facts	Reflections
	<p>I set up the drama studio with a circle of chairs at the end of the room and then setting up a 'set' of a classroom in the other half of the space. I set the 'set' up as if it were a classroom with a chair and table at the top and then a row of neatly symmetrical chairs in front of it. one by one they came in and sat in the circle. me looked very tired and worn when she arrived. I invited them to look at the 'set' and to say what they saw. 07, 06, 01, 02 and 03 present at first. 08 arrived shortly later. 04 was running an exam but came to say he couldn't make it. No sign of 010, 09 or 05. I share that we are on session 9. 08 says is that all it feels like this year is going on forever. I invite them to look at the set and</p>	<p>I was really tired today as we had just completed Ofsted on the previous Thursday. My intuition was guiding me to work on the theme of inner student/inner teacher. I wanted to link the session on mandalas to this one but by sculpting the mandala in 3D. My focus was on transference and counter transference. it seemed a natural progression from the week before. I felt the need to reflect with them on their roles as students etc to help understand where their students may be coming from. I also reflected recently on the application of Stanislavskian methods such as 'magic if and emotion memory' to these sessions</p>

	<p>say what they see. They made the following comments: 'I didn't realise it was a set I thought the room had just been left that way.' 06- 'it's like a waiting room for a doctor.' I reflected 'waiting to be cured/healed/helped. 07- 'It reminds me of when students go for a different chair, part of a jokey ritual, I say to the student in question to sit on a chair. it is synonymous with 'good morning.' 08- it reminds me of being in school and wanting to be special, to stand out. I just want to sit in the audience and not have to participate, let someone else take control like in university. ' She also commented how it was like a performance space and this led to a brief discussion about how teaching and performing were similar in that they 'entertained, had to engage an audience' the latter being more challenging as it required challenging interaction. ' it's an ideal image of teaching.' 06- 'it's calm and the way a lesson should be not like mine papers everywhere.' 07- 'its confrontational like Japanese business men.' I invite them to change the set to make it more relevant to them now. They</p>	<p>I take it slightly personally but also recognise the relentlessness of teaching full time in an inner city London school.</p> <p>Was this their projected expectations about the session/from me?</p>
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	<p>got pens and paper and tissue and scattered it around the space. They moved the teacher's desk and placed it at the side with the chair side on rather than behind. They walked around the set and I invite them to place themselves in a position on the set where they feel the most comfortable. 03 resists coming onto the set and hangs in the background although quite vocal. She hangs back while 02 sits at the back. They like to be able to see everything. They both like the fact that they can see if anyone is not focusing or behaving appropriately from this perspective. 07 also resists stepping onto the set and stands at the side. He stands in this position when teaching notably during reading time at the start of the session. 08 sat in the middle and reflected back about being at university and not having to take control. 06 was at the front and like the focus being on him also he can see all and is in a short distance from the board. 01 enters the session late and observes initially what we are doing before getting involved. I invited them to then explore the least</p>	<p>It is also an image that sits comfortably with me.</p> <p>This reminded me of a small child afraid to get too close to an animal.</p> <p>Almost like a coach on the side-line</p>
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	<p>comfortable positions in the space. 03 crouched down beside a chair and spoke about how she has little control in this position and did not like being at 'the same level as the students, she preferred being above them.' 08 – without moving said at the front because she can't see what's behind her. 02 said in front and sitting behind the table as it blocked him. 06 also disliked sitting at the desk. 07 said in the middle of the classroom looking towards the back, can't see the students if they get up to go to the bin without permission. Then I invited them to reflect on when they were a student and where they liked to be in the classroom. 08 said at the back so she could do some quiet reading when there was chaos at the front. 07 – said he had to sit in alphabetical order so choice wasn't an option. 06 and 02 said at the front so they wouldn't miss anything. 03 said it didn't matter where she sat her school was good and everyone wanted to learn. When I asked about the least comfortable positions as students they went silent and didn't move.</p>	<p>Similar to developmental stages, transition, separation</p> <p>08 – looked like she was on her last legs. Only realised the next day that she had emailed me to say she may not be able to make it as she had a doctor's appointment and would have to leave the session early.</p>
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	<p>03 spoke about how she had to sit next to a girl with nits once and that it was unbearable however she didn't complain. After the lesson the teacher commended her for being tolerant and for not complaining. I reflected back how it seemed difficult to identify the least comfortable places as students. They responded by saying they didn't know. We spoke about how we had projected onto the space and how the students may project onto the classroom but more importantly the teachers themselves. 03 questioned whether the students are aware of doing this. 07 and 08 responded by saying probably not.</p> <p>We de-rolled the space and then returned to the circle of chairs. They reflected on the experience. 07 spoke about changing his classroom space to after the exercise. I invited them to share how they would rest over the holidays. Most were going away for a week during the two week period. I also reminded them to feedback at their leisure to SLT. They nominated teachers who were not there.</p>	<p>These positions seem to reflect their attitudes in the sessions.</p> <p>A sense of almost not understanding the invitation or just stuckness because they hadn't thought about their student selves in long time or maybe it was the opposite too close to see clearly.</p> <p>As she spoke she was clearly disgusted at having to sit by this girl. It reminds me of when students in my kindergarten were ill in the classroom and I was</p>
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		<p>terrified to react as I would have been reprimanded.</p> <p>I felt I missed something.</p>
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Session 10 23/04/13

Environment	Facts	Reflections
<p>I noticed the security guard today at the main reception. I have seen him before but noticed him today.</p>	<p>05 had emailed to say she wasn't able to attend due to a doctor's appointment. 04 came to see me to say he was holding gcse revision classes. 08, 07 and 01 attended. 01 arrived first and he asked me about my phd whether it was full or part time. He asked whether or not I had had a breakdown yet. He then went on to say how his seminar tutor at trinity college Dublin was doing a phd when he was there and one day he found him really angry in the library as he had to change his topic which he had been working on for three years. 07 and 08 came in then and I asked them how their holiday s were. they noticed the e noted how she remembered the 'minataur' one before. I remarked on the fact that there were only three of them and a lot of empty chairs. 07 brought attention to the unicorn card.</p>	<p>I can relate to this as I felt I was losing my way regarding the methodology and feeling like I had been doing the wrong one. luckily my meeting last week helped identify the different components of my phenomenological hermeneutic inquiry. I realised that I had initially put this down as my method but had doubted myself and then went down the wrong path. with regard to 01's remark there is something about not getting through to the end.</p>

	<p>I brought the conversation back the absent group members and asked how this was reflected in their class groups with absent students, 07 spoke quite a lot about this. He commented on how frustrating he finds it when he has to re-organise assessments several times for students. there are also other students who are missing due to illness and genuine illness. He said he still feels frustrated by this. I asked how other students respond to absence. They all agreed that once they know where someone is they are ok but they are curious. then I introduced the idea that they might feel frustrated when other group members don't show as they attend all the time. 08 agreed and said she feels uncomfortable sharing her thoughts and opinions when other members don't contribute. she said she felt bad for saying this. the others listened but didn't say anything. this prompted a discussion on the education system and how it goes against some of their own beliefs and values. 07 talked about how yr 11s are put through their paces re</p>	<p>I felt this was an avoidance of the absentee nqts</p>
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	<p>exams and that it is so different to his education. 01 added that his education was linear and there were no second chances. 08 said that wasn't necessarily ideal either for all children but that there is no space for creativity or personal input in education. it is all about ticking boxes to make someone else happy. 07 added how his yr11s are doing an English exam at the moment that no one believes in and will probably be scrapped in two years. I asked the group to choose a card that best captures how they feel in the system with contrary beliefs etc. 08 chose the dogs card this represented her feeling of being circled and trapped by the system, the school, the tick box and her own worries about entering a profession with such target driven methods. we explored how the students may also feel trapped as well and part of the jumping through hoops. also how can the students get what they need which we discussed as being issues that relate to their life. 08 went on to share that her students love doing a</p>	<p>I wonder if she was holding it for the group. I sensed earlier that the others like r can't stand these sessions</p> <p>Lots of cognitive dissonance I felt this way a bit about the phd that I should do it in a way that appeases the scientific voice yet my gut and trust</p>
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	<p>learning log which is a A3 sheet of paper with 10 boxes where they can reflect on their learning in any way they like. We reflected how this was not an assessed tool which may have provided a sense of freedom away from the curriculum. 01 chose the hourglass and balance cards. he said he feels the students are often 'weighed' down. they come into school on Saturdays for extra classes. I asked if he ever reflected this back with them. He said no because it was just a case of getting on with it and that when he wrote revision booklets in his own free time he wasn't thanked but told to do another one for another class. he felt unacknowledged. 07 smiled at me and recalled how an email was sent thanking staff for coming in on Saturdays and that it did make a difference to them. The hourglass represented little time and the eye was him. I questioned if it also mirrored the pressure he felt under and the feeling of being judged. He nodded. we discussed what it would be like to acknowledge the students feelings. 08 said she often</p>	<p>the process response was to do it ethnographically and not worry about whether someone thinks its worthy enough</p>
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	<p>does and that this seems to help. I asked if their tiredness is ever acknowledged. They said some staff are able to ‘soak dome of the stress up and not pass it on.’ the others are all driven by their own targets. 07’s card was of people walking in the dark to a lit church. it represented the students going towards their exam without any pressure but with gentle guidance. 08 commented how the candle may represent 07 lighting the way forward. 01 reflected what the purpose of the profession is to work ‘for the best interests of the students’ or ‘for themselves’ so they are ensured a job and therefore money.</p> <p>this brought us on to the topic of Ofsted and how if we let the pressure and fears get to us we pass it on to the students. To close I asked what they would take away from the session. 01 said to keep thinking of the bigger picture and not to get drawn into the politics of the school. 07 said that he would think of different strategies to deal with poor attenders ie to address it from a different angle. 08 said to keep</p>	
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	students engaged and keep them linked to their learning in how it relates to them. they said goodbye and left.	
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Session 11

Environment	Facts	Reflections
<p>Security guard let me in today. A different woman was at reception. I had to explain who I was and what I was doing. I explained who I was and what my role was in CP.</p> <p>On my way to the space I met IT and ? from the borough. We spoke briefly about AS and A2 exams</p>	<p>Er came in prior to the session and explained how he was unable to attend as he had to cover a revision session for his head of department. He brought the Hod to the room to explain that he had a supervising/mentoring session with me.</p> <p>The Hod would not come into the room and left just as I turned around as 02 was explaining the situation. 02 said he was very tired and had been teaching all day without lunch. He said he really needed the session today. He didn't feel able to say no to the hod. He explained that 03 was in the same predicament and therefore unable to attend the session. He also asked if I would speak to IT about it I said I would but also encouraged him to speak about it. He left then. Soon after 08 arrived and sat</p>	<p>He seemed very childlike and quite desperate. Does this reflect how students feel when boundaries are not maintained by teachers and when time runs over.</p>

	<p>down. 07 joined followed by the 04 and 06. The conversation started with the unteachable yr 8s.</p> <p>04 music spoke about he had not taught this particular group I a long time and that they were chaotic in his lesson. He said he spoke to them about how if they didn't behave they would end up living in a council flat and have a bad reputation. I asked what he thought they were trying to communicate to him through their behaviour. 08 said they might feel like he had abandoned him and they were expressing this through their unmanageable behaviour. She also remarked how 04 should be careful about what he says to the students as they may go home and repeat this to their parents.</p> <p>With this group of students in mind I invited the group to choose cards to represent the class first and then to create a 3d sculpt in the room.</p> <p>07 and 04 placed a block in the centre of a circle and placed a chair on top of it.</p>	<p>I felt this was quite harsh and reflected back if this was what he felt I terms of their behaviour. The students probably wanted him to confirm the fact that they 'are rubbish, going nowhere.' Good example of projected identification.</p>
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	<p>They surrounded the block with chairs. The chairs were leaning on the block with their front legs elevated. We walked around the block and said what we saw. This represented the group dynamics of competing ‘to be the joker’ of the class for street credit. As we looked at the sculpt other comments were made about the small crown made out of paper on the elevated chair. It enhanced the ‘fool’ aspect of the chair because the crown was so bad. They all commented how the teachers were not at all present in this group and that there is no space for the teacher</p> <p>I added how the chairs seemed to be unbalanced and ungrounded as well as the chair on the block which wasn’t securely positioned. I said there appeared to be a sense of vulnerability and this was portrayed through the ‘unsteadiness’ of the elevated chair. This led to a further conversation about actual students in the group who have lots of siblings, aren’t acknowledged by parents. The opinion then about the students slightly shifted. It was less authoritarian and more</p>	
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	<p>curious about the underlying reason for wanting attention. It prompted them to reflect on the other pieces of the jigsaw that make up the lives of the students they teach.</p> <p>I asked where else in the school does this dynamic exist i.e. wanting to be above the rest. They thought about it for a while and the 07 said that everyone (teachers) are fighting over the yr 11s for extra revision time in order to get the best grades. As a final thought I invited them to reflect on when they are given acknowledgment and in what situations do they have to fight to be seen.</p> <p>The second group created a ghost train that we sat in, two chairs behind two chairs. Facing the white board. Written on the white board were the following words: tunnel of uncertainty, agonising wait, dance of dragons, mist-conception, Shakespeare, valley of emotions. The tunnel of uncertainty refers to everyone teachers and students feeling unsure of how the lesson will go, similar to waiting to go</p>	<p>The absent teacher could reflect the absent parent at home or sibling rivalry</p>
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	<p>through the doors when on the ghost train. This followed by the agonising wait as the students wait for the ‘chaotic’ entrance of the difficult students. The dance of dragons occurs when complete chaos ensues , chairs get knocked over, noise prevails. Mist-conception arrives when no one knows what they are doing or how to do it. Shakespeare relates to the outcome and ‘drama’ of the lesson. It can either be a comic tragedy or a tragic comedy. The valley of emotions relates to the teacher left feeling relieved the lesson is over, exhausted, angry, frustrate and confused.</p> <p>I reflected back by asking who else might have all of these mixed emotions at any one time. I commented how yr 8 seem to be the ghouls of the school, the monsters. The group responded saying that all other yr groups have a set focus whereas yr 8 don’t and they get all the negative responses form staff. The other yr groups are either settling in or preparing for GCSEs. Yr 8s are in-between.</p>	<p>I reflected to myself on how that dynamic take place in this group and I realised that Er had got my attention as well as R and N who haven’t attended in a long time. Also I always have 11 chairs in the circle to represent the group and myself and that sometimes it is very clear how many are absent, They become the elephant in the room</p> <p>I felt really excited during this interactive sculpt and felt like I couldn’t help it – probably a parallel process to the uncontrollability of yr 8s</p>
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	<p>I asked what the others felt during the experience they responded saying that the dance of dragons was the stage when all the energy is unified and that this can be channelled. They gave examples of some teachers who let the students sing at the end of a lesson to a popular lesson if all work has been done or if behaviour has been good. They de-rolled their sculptures and then came back to the circle. They left the ghost train on the board. I rubbed it out afterwards.</p>	<p>All the emotions the yr 8s at their stage in development go through on a regular basis</p> <p>Yr 8s are scapegoats. They are holding the shadow of the school. How can they be contained? My own response was that the containment was actually in the dance of dragons stage.</p>
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Session 12 (24/05/13)

Environment	Facts	Reflections
<p>Walked in to the school no security guard there today. Made way to drama studio but there was a written exam taking place. IT was in an open plan area with other students. We spoke for a while about the drama curriculum at AS and A2. His A2 class were doing a mock exam in the studio but were to finish at 3.15,</p> <p>This was the last session before the mid term break</p>	<p>IT spoke about having a conversation with the nqts before Easter about their wishes for next year and their experience of the supervision sessions. Some he said 'staunchly in favour' of the sessions, others were staunchly opposed. Those opposed wanted to get more solutions to issues. This prompted a discussion on the notion of trust and how that can be directly linked to learning ability and styles. IT asked if I would do an inset on trust. We said we would arrange a timetable for the 1:1 interviews at the end of the sessions I received an email from 06 who had lots of marking to do. 08 arrived 5 mins late and said that 07 couldn't make it easier. 04 sent his apologies by coming to the room. I reflected with 08 about how the others aren't here but that she is and I questioned whether she too might have other things to do this afternoon but was coming to the session to rescue me. She agreed she didn't feel up</p>	<p>Felt completely gutted that the sessions were not received well by all. Felt very close to tears and felt hugely abandoned/disliked etc/. On reflection it reminded me of some of the friendship conflicts I had in school prior to the sixth form. On further reflection I considered the shadow of the group and splitting and the invisible group-the projections by individuals onto what the group means etc. Also the destructive notions of sabotage in the group but taking place outside of the group rather than inside.</p> <p>I felt really tearful and heavy hearted</p>

	<p>to it but didn't want to think of me here by myself. I reflected back how that impacts on her work, can she say 'no'? she said she gives herself boundaries and that she doesn't work weekends. I then asked if there are students in her group who 'look after her' and she said that she could identify those ones. A few mins later. 02 came and said he had a question he wanted to know why students are ok one day and then come in and be disruptive the next. It was the unpredictability of their behaviour that concerned and confused him. 08 added that there are certain class groups that are fine most days except on Wednesdays when they come in after break. They are almost un-teachable. We discussed the possible triggers for this kind of behaviour. 08 felt that being in the playground just before the lesson may be the cause as they are back with their peers and conflicts may have occurred during the break which are brought into the next lesson. I suggested creating a sculpt to represent the good and bad days with these</p>	<p>I felt under pressure to solve and resolve but know that this is a result of the feeding back from Fr.</p> <p>A sculpt felt a bit jarring and I knew that it wasn't the right intervention for them at this moment.</p> <p>This felt quite serendipitous as I had just borrowed this book from my clinical supervisor the previous week.</p>
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	<p>groups. They continued to talk about the group.</p> <p>I had been reading 'Blame my Brain' and introduced the ideas of what happens in the brain in adolescence. I suggested we create a 3d scale to highlight the spectrum of adolescence red being the most severe and multi-coloured being the mildest. 02 and 08 walked up and down the scale and discussed where on the spectrum the students are at different times of the day. After break they are at the extreme stage and at the mildest at other times. I invited them to then stand to indicate their responses to the extreme behaviour using the scale. 08 said she feels extreme as a result of their behaviour but tries to remain between the middle and the mildest stage. 02 commented on how he aims to maintain calmness at all times. He doesn't let them into the room until all boundaries have been maintained such as chewing gum out, silence, uniform smart etc.</p> <p>02 left at 4.30 and said thank you. I asked them what they would be taking away from the session and</p>	<p>I was really impressed that even before the threshold to the classroom is crossed there is containment; the rules are addressed and anxieties contained. This was the first time I notice Er being 'exasperated' by the students' behaviour</p>
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	<p>both said the information about what happens to the teenage brain during adolescence was very interesting. I reminded them that we have 3 sessions left. 08 stayed till 4.40pm she reiterated again how she was sorry the others didn't show but it was because of exams and marking.</p>	<p>Again a need to look after me.</p> <p>I left feeling quite down and that I had failed at something ,that my PhD had crashed and burned. Perhaps another parallel process regarding the teachers and the students. It could also be about the impending ending.</p> <p>I have noticed that I am losing all the females in the group.</p>
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(04/06/13) Session 13

Environment	Facts	Reflections
<p>There was no security guard today. It was sunny and warm and the reception staff were cheerful and smiling. I walked upstairs past some yr13s who are in the middle of their A2 exams. I sat outside the drama studio as there was a class in there. When the bell went there were lots of</p>	<p>08 had emailed me earlier in the day to say she couldn't make this evening's session.</p> <p>IT came into the session to tell me that the teachers might be a bit late as the yr 11s were downstairs upset as they were saying goodbye.</p>	<p>I felt gutted when I got her email, really disappointed almost as if she was the group and there was no one else. I walked crestfallen down to the school which I had never done before. Usually I get the bus. It was lovely and sunny which helped me process.</p>

<p>excited students who burst out of lessons. They went down the staircase. IT came out of the drama studio and spoke to me briefly. He then went and spoke to another member of staff who told him today was yr11s last day. He had thought it was tomorrow.</p>	<p>At 3.50 07 came in with a large folder of papers saying that he had just got the yr11s to sign for their coursework. It was all marked and moderated.</p> <p>I commented how they've gone and that you are left with their work, they've left that behind with you. He nodded. He spoke about how a member of staff had said to watch the students who were the 'difficult' ones as they are all saying goodbye. He said that one boy was who was always very loud was quiet and had red eyes. The ones who were jumping around excitedly all have offers for 6th form whereas the sad quiet ones don't know where they are going next term.</p> <p>04 arrived then and commented on the yr11s leaving. He said he knew some of them because they are doing a music show at the end of the term so they had been practising in his room with him. I asked if he had got to say goodbye and he said no. He then added that they would be coming back anyway for</p>	<p>There was an energy with this folder that I sensed almost as if it was left behind or the last tangible element of that group.</p>
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	<p>this music show and prom. I reflected with both about endings and how what had happened today re yr11s was serendipitous as I had brought the final scene from <i>Teechers</i> by J. Godber. The scene entails a ‘naughty’ student speaking with the head teacher about leaving school at the end of term. He didn’t want to leave school because he couldn’t see a future or a society that would accept him. They read in silence and then laughed in agreement with the parallels to some of their own students, 07 spoke about how the student he saw with red eyes was often in the ‘inclusion room’ all year. I reflected how that in school he was included and looked after however would there be an inclusion room for him outside in the real world. 07 commented on how he thought the inclusion space was just a space where nothing really constructive happened but how now he perceives the value of it.</p> <p>02 came in with paperwork then and sat down in the circle. I explained to him what we had been doing. He</p>	
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	<p>continued doing his paperwork I commented how 'they've got you working hard today.' He agreed and said that his head of dept wanted them completed by the end of the day. He reflected back to the day his hod prevented him from coming to the session. The other two asked him if he taught yr11s he said he had the best group he had ever taught in his life. He didn't know they were going today and felt really disappointed that he didn't have the chance to say goodbye them to as a group. Individual students had come up to see him but it was the group he wanted t see.</p> <p>I invited the group to reflect on their own educational experiences in particular the endings through cards or sculpting. I placed the objects and cards on the floor. They weren't sure where to start so I provided some sign posts such as teachers they were sad to say goodbye and to ones they would be glad to say goodbye to. 07 and 02 began looking through the objects and cards. 04 was finding this quite difficult and said 'I'm not very creative today. I</p>	<p>Another parallel process, IT senior manager didn't realise it was their last day either.</p>
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	<p>must be tired.’ I offered him to narrate his memories if that was easier. He said he couldn’t remember anything.</p> <p>When finished 07 started first and spoke about how his GCSe English teacher often taught from behind a desk and far away from the students. He felt him quite distance. His second sculpt represented 6 students sitting around the teacher in a more discursive way. It was this teacher that had an affect on him. He was knowledgeable and inspiring. I asked what it was like to say goodbye to this teacher and he said he didn’t say goodbye he just left quickly and quietly. I asked why he thought he did that? He said he didn’t think it was because of anything sinister. I asked if it might be because he was avoiding saying goodbye to the small group. He agreed and said he had thought that.</p> <p>04 energetically said ‘I have it now.’ And chose four objects to represent his educational experience. A lamb and an army truck represented the private classical music school he went to whereby he was ordered</p>	<p>He seemed really frustrated about this. This is not the first time he has struggled initially during creative work.</p>
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	<p>to play for hours in preparation for classical concerts. The opposite sculpt was of a digger and a giraffe. It represented university where he was able to choose his own music that he liked and it made him feel taller. He reflected how as a teacher he encourages students to have opinions about music and doesn't dictate what they should like/dislike.</p> <p>02 spoke then. He had chosen three cards. The first card represented the teacher who he liked but was often the source of rumours about drinking a lot. He chose the signpost one because this teacher always encouraged the students to go a particular way. He acted as a signpost for them even if this was not the turn he took. He said. I am signposting you where to go. You don't need to follow my path. I'm signposting the right path for you even if I haven't followed it. The second card was of the one eyed man. This represented his maths teacher who was very didactic and restrictive. Everything had to be exactly the way he wanted it. The third card represented his house</p>	<p>This makes sense now when he struggles to get something straight away. He was a lot more open in this session. He gave more eye contact and engaged with the material being explored, He apologised at one stage to 07 for interrupting him. This seemed more like a group that was now mindful of others. Reminded me of yr11s</p>
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	<p>master in boarding school. He was extremely caring and supportive. 02 felt very sad saying goodbye to his house master. He said he showed more care than the teachers. He gave him the key to life. Picture was of the old man giving the key to a young person. He had to go then. He said goodbye and left. I asked 07 and 04 to make changes to their sculptures if desired to represent their ideal way of teaching. 07 got rid of the table and moved the students closer. 04 said he wanted his teaching to be like 07's students sitting around the teacher. 07 said he would take away the notion of including all students and he would experiment with changing the seating to accommodate that. I reflected how being aware of the ending and how a student might react to that can sometimes be good enough because you are containing the students. 07 said he experienced this when he saw a student of his refusing to leave a classroom and actually agreed to go with him. He felt this was because he was not directly involved in the conflict so felt calmer. They spoke about learning</p>	<p>who become more mature and are more aware of the feelings of the teacher and others.</p>
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	<p>walks that were starting to take place and how students had been briefed about them that have to behave for their teachers. They both said how the students always support them during inspections and observations. I reflected how they look after the teachers. They agreed. They said goodbye, thank you and left. I reminded them that we have 2 sessions left and that our group will be ending as well as their NqT year.</p>	<p>I could understand O2's method of teaching now and his high expectations and standards. However he also really cares for his students.</p>
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		<p>This reminded me of 08 'looking after' me in the last session. Also I was reminded of the learning relationship book by B. Youell and had just been reading about inspection in schools and how that can trigger defence mechanisms such as splitting and projection.</p> <p>The session felt really open and that there was some consolidation of learning and emotional learning as well. A bit like yr 11s perhaps who leave just when they've got something that has taken years to manifest.</p>
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		<p>I spoke to IT afterwards about the teachers who haven't attended in a while. Through the session I wondered if they had not attended because they had been 'negative' about the sessions and would feel uncomfortable with the others who had been positive. He said they didn't say anything at the meeting and to contact them individually.</p>
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Session 14 (18/06/13)

Environment	Facts	Reflections
When I came into the school there was someone different on reception, a man I didn't recognise. I explained I worked fortnightly with the nqts.	When I arrived I spoke to IT and ? (nqt) who took part in the pilot study last year. She asked how it had gone this year. I said it was a process and that	Was reminded about my conversation with IT in the corridor the week previously. We chatted about contacting the nqts who hadn't been

<p>He signed me in. The security guard was sitting on the chair in reception.</p>	<p>so far so good. I asked her about her year and the differences she felt between this year and last year. She spoke about how workload had increased yet classroom management had improved. ? left and I spoke to IT about the 1:1 interviews. He said the head had said they must be organised in free time. No cover allowed. He commented on how this had been a smoother year compared to last year. One nqt from last year left at the end of the year because she was unhappy but that there had been many problems in the RE department that year. They still haven't found a head of dept. but the situation has improved.</p> <p>IT also shared how he may not be in charge of nqts next year as there were some changes occurring. He left then.</p> <p>First to arrive was 08. She came in with a can of coke and seemed quite cheerful. She was followed by 07. They spoke about a yr 10 student who often plays teachers off against themselves. He tells tutors that he wants them to be</p>	<p>attending to see If they were ok etc. however on reflection over the fortnight I decided not to as this was part of their process and this is what differentiates this group from the other 'compulsory' meetings they are expected to attend.</p> <p>I reflected on how the nqts last year spoke about wanting to 'burst into tears' last year but held back as they didn't want to show weakness. I thought about how the current group appreciate the peer support and the universal feeling of 'I'm no the only one.'</p>
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	<p>their tutor and not their other tutor/teacher. He manipulates the staff. I asked how it made 07 feel when the student told him he favoured him over the form tutor. He replied saying that he does this all the time but the first time he said it he felt flattered like he had made progress with this student, 08 said ‘Actually just thinking about it now I wonder if he is lacking in confidence about his abilities.’ She said he was very bright and should be in the top set but doesn’t do any work. He has brains to burn. He seems to be afraid of failing. I commented on the <i>learning relationship</i> by biddy Youell which highlights defences against anxiety which result in omnipotence ‘ I can’t, I’m stupid’ or ‘Yeah I know.’ 08 said that was exactly like the student he ‘knows it all.’ I reflected back with 07 about feeling like he ‘had made progress’ with this student when the student favoured him and how that might provide some insight into how the student might feel; he made progress did well once but then couldn’t cope with any kind of</p>	
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	<p>failure so he protects himself by not taking risks when learning. The unknown is too scary.</p> <p>I handed out the same scripts from last week and invited them to read <i>Teechers</i> by J. Godber. 04 came in then and he read the script. At the end they were very quiet. I asked what they thought of it, if it reminded them of their own students, and/or school experiences. They spoke about how students had been asking if they were going to teach them next year and it also reminded them of how lots of staff left specifically in science where they have had 8 different teachers. 08 said the students do ask if you 'hate them, will be glad to see the back of them.' 06 added that his yr 10 group asked if he would be glad to see the back of them, when in fact he has asked to continue teaching them next year. 08 asked if that was his 'difficult group' and he said yes. We talked then about how it is sometimes only at the end if something that students can and need to tell you how they feel about you whether it is positive or negative. 08 gave an example of when she left</p>	
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	<p>a kindergarten in Germany she told the students she was leaving to move back to UK. As she left one of the children was up against the school gate crying saying 'Come back, take me with you.' 06 shared how when he as 11 and his teacher left. When the teacher told the students they all cheered and the teacher cried. I asked how that made him feel he said guilty. I asked how the teacher had treated the students. He replied saying 'terrible' he pushed a table in a girl's stomach one day. I asked then why he might have cried when the teachers cheered. He said guilty. I suggested that the students still needed to express how they felt about the teacher when he was leaving as it was part of their process of moving on. 08 added how cheering was the nicest way of expressing how they felt considering how the teacher had treated them.</p> <p>I invited the to reflect on how they felt when teachers left. 08 said she couldn't really remember feeling anything about teachers leaving because she hadn't been a model student. I asked if it is</p>	<p>This is the second instance while writing this that I can't remember what me said about this.</p> <p>As talking 08 seemed emotional and I sensed a guilt a bit like when she came to the session that day 'to look after me' even though she didn't want to.</p>
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	<p>sometimes too difficult for students to express/show how they feel because of the professional dynamic so they just block it out. 07 nodded but remained silent. I reflected how endings bring up other endings. There was a long silence. I reflected back how we had taken a break from talking. 08 went onto talk about how something slightly different. I tried to bring the focus back to what it was like to talk about endings in education. They completely avoided the comment and spoke about students not themselves. I asked how they might bridge this term to next term with their students ones they were going to teach and ones they wouldn't be teaching. There was a hesitancy another silent.</p> <p>I took out the jerryman tree and demonstrated how reflection on the past year could be facilitated by choosing an image to represent what it was like at the start of this term in the subject, the challenges, support systems and where they are at the end of the year as a method of containing</p>	<p>During this time I noted that 07 was very quiet almost dumbstruck</p> <p>Perhaps she felt she wasn't worthy of being missed by the teacher</p>
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	<p>and acknowledging the year. 07 then spoke and said '<i>it is probably not the answer you are looking for, I might be cheating here..</i>' He went onto say they do a poetry competition that includes all students and staff in the English dept. Students can meet their new students with their old students present. They mentioned changing class groups and how that was difficult for some students. I then asked them to reflect on how they felt being in this group during the year. 07 pointed to the picture of one person giving the other a leg up the tree. 06 pointed to the image of the one hugging the tree and been reached out to by another also climbing the tree. 08 chose the image of 2 with arms around each others' shoulders. I asked them to reflect on the missing ones from the group. 06 suggested the one with its back to the tree 08 and 07 said it was probably more the one angry with arms folded looking at the two with arms around shoulders. 08 said that they had other things they had to do. I suggested that maybe this group was not</p>	<p>because of her behaviour at school.</p> <p>I felt emotions were very close regarding saying goodbye .</p> <p>Was this a parallel process of fear of not knowing.</p>
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	<p>for them. They are not ready for this like students who resist subjects etc. I then reflected how there might be times when they have felt like the angry one towards me because of something I've said that 's made them think of something they didn't want to. I asked if they found being in a group difficult. 07 said at the start of each session, 06 said sometimes at the start or when doing smaller group work. He mentioned how I groups he usually lets others lead. 08 said the silences. I explored this more asking why and what might happen in the silences. The said they might be asked to answer and that would leave them feeling exposed.</p> <p>07 added how in lessons this is similar as students can feel shocked when asked a question but that it was also an important life lesson. Being aware of how children respond to this is the most important. The session was coming to a close and I reminded them about the final session and asked what they would like to do. They asked (06) did for</p>	<p>Interesting this comment as it denotes a fear of saying 'the wrong thing, giving the wrong answer. Only reflecting on this now as opposed to the session</p> <p>Reminds me of parents bringing their children to school to meet the teacher before the term starts as a bridge to transition.</p> <p>I'm so impressed they have got to this stage and reminded me that I don't need to plan I should just trust the process.</p>
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	<p>the parachute. 07 said that with a small group over the past number of weeks he enjoyed working with what they brought, the fact that there was no set plan.</p> <p>I asked what they would like to take away from today; 08 said the idea of 'bridging' the terms, 06 said</p> <p>07 said 'I haven't had session like this where I can't think give an answer off the top of my head but I need to think about what reactions my teachers had to me when they left and why I can't remember.</p>	
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Session 15 (02/07/13)

Environment	Facts	Reflections
<p>I arrived early hoping to meet with IT. He was not there. The school was quite quiet due to classes like A2 and yr 12 not being there. At reception the new person asked what I was doing in there. I explained again how I was working with NQTs.</p> <p>When I got to the studio the blind on the door was down and for some reason</p>	<p>07 arrived first followed by 08. They sat in the circle of chairs. 07 spoke about not doing as much teaching at the moment as there were different events and trips on at the school. He said he was really enjoying preparing the student for the poetry day.</p> <p>When 08 arrived she apologised for being late. Then 02 arrived and came up to me and asked for</p>	<p>They seemed quite energised when they arrived.</p>

<p>I presumed there was someone in there so I didn't go into the room till 3.30. No one was actually in there.</p>	<p>my permission to be excused from the session as he had lots of marking to do. I said he didn't need my permission it was his choice and that if he got through it he could join us again as it was the last session. He left then.</p> <p>I reflected how it was the final session that they had made it through their nqt year. 08 said how they were told that this was the first year ever that the school had retained all is NQTs and they all had a job in the school next year. I had brought the parachute with me as requested and had left it on the floor. I invited them to do reflect on the year through the creation of a mandala. They used paper plates, paper and colouring pens.</p> <p>The task was to reflect on the year and design a mandala with whatever colours and shapes came to mind. 06 arrived then and I explained to him about the mandala exercise. They spent 20 mnutes drawing and colouring. 'Colouring is really relaxing' said 08. 08 and 06 sat on the floor</p>	<p>Of all days I thought what was he avoiding by not coming? I noticed how the others looked at each other. My thought was 'it is the last one, what are you afraid of?'</p> <p>This reminded me of when you students hear they are the best group/best grades etc. They seemed very pleased they had survived.</p> <p>I noticed during the activity that the energy shifted, I felt more tired. They appeared quite</p>
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	<p>to do the mandala. 07 sat on a chair.</p> <p>I then asked them to interpret some of the mandala around the following themes; to imagine they were inside the mandala and to locate the most comfortable and least comfortable spaces. Then to locate somewhere in the mandala that represented their skills and abilities as a teacher, their student selves, their artistic self and their supportive self. They recognised the exercise from before. They went incredibly silent. 02 came back while they were thinking. I reflected how they had gone silent and that perhaps words could not express the enormity of the next year. The silence continued. 07 spoke first he said one of the things he noticed about his mandala was that he would probably do a better job next year. His teacher self dominated the reflection. I reflected that back to them. 07 mentioned how having Ofsted was a good experience but a very stressful time but that as a result of that the recent</p>	<p>animated during the exercise.</p> <p>It felt as if words would not come that they were reflecting and processing the enormity of the year.</p> <p>They almost felt frozen or like they were in a trance.</p>
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	<p>'peer' observations were better. I asked what made them better. They said that they got feedback immediately. I reflected back how students may appreciate the same speed regarding feedback. They agreed. I reflected how it seemed that reassurance and self efficacy was only indicated by the approval of others and not by themselves and how Ofsted are not experts on their class groups or their subject areas.</p> <p>Silence followed. 06 then reflected on his and said he noticed the colour red. To him that meant the difficulties and challenges that occurred but as the colour progressed through the mandala it became more sporadic. He said this indicated how things got easier and that teaching was a mix of ups and downs but the downs were not as daunting as they had been.</p> <p>More silence followed. 02 spoke about how his student gave him a card and a present and that he felt appreciated and that he had done a good job.</p>	<p>Something about being 'good enough' which I was also feeling. Did I give them enough in the supervision sessions. Only four of them in the last session. Only four survivors. My thoughts were next time I will make sure all participants survive. Sitting with that ambiguity was difficult for me and perhaps a parallel process</p>
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	<p>07 said that the same student had given a present to another member of his department as well but that he didn't mean to make less of what 02 had experienced but that this student really appreciated the help from the students.</p> <p>08 was quite quiet and said that she noticed a gap at the top of her mandala and that it could indicate things to do next year. I asked if it could suggest the need for a holiday and time for herself. She nodded. 02 left at 4.30 and said 'I hope I can drive home, I <i>am so tired.</i>'</p> <p>As we were running out of time I invited them to use the parachute. They jumped up and the energy shifted. We lifted it up and let it fall as a group several times without any words. 07 said that he survived, I reflected how that was an interesting use of language seeing as we were using the parachute. 08 said that she only realised how awful some of the year had been although it had improved.</p>	<p>This seemed to mean more than the acknowledgment from Ofsted etc.</p>
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	<p>I asked them what they would like to take away from this group. 06 said the fact that he wasn't the only one</p> <p>Experiencing difficulties. I then asked what would have been even better in the group 08 said if others had been more consistent and attended although having a small group was good. I commented how the only time there was a full group was when we used the parachute the last time so that the others were still held by the parachute.</p> <p>She said it gave her time to think and that she is looking forward to thinking about teaching as opposed to lesson planning in the summer.</p> <p>I asked them how they would like to end. They suggested running underneath the parachute and then leaving. They left the parachute and said goodbye.</p>	<p>This was his mantra during the year.</p> <p>It felt as if it was breathing time. They really stretched when they lifted it up and let it fall naturally. After a few mins I asked them what they will take away from the year</p> <p>They didn't hang around they left quite quickly. I know I will still see them during the 1:1 interviews next week but I was left feeling like something was missing.</p>
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Appendix 9

Group 2 Session Notes

Session 1 (21/10/13)

Environment	Facts	Reflections	Narrative and themes
The school was quiet. I sat outside the drama studio as I waited for it to vacate. When the bell rang I saw one of the nqts from last year. He waved and walked down the stairs.	<p>I set up the space for the group. IT came in to say hello.</p> <p>06³³ came in first and sat down. The others followed. 01 was particularly tired and asked how long they would have to stay for considering they were starting earlier than usual to do the outcome measures. When they all arrived I contracted how long we would spend in the session and agreed to finish at 4.30pm. As they filled out the outcome measures they asked a lot of questions regarding the meaning of the items especially 03. I gave some general advice but a lot of it was based on their</p>	<p>He seemed exhausted. I asked him if he had received my emails. He had but did not get round to giving the nqts the handbook on supervision.</p> <p>06 was very hostile and clipped in his manner. It really felt as if they were students not knowing what answers to put down, like yr 7s who question everything from using a pen or pencil to drawing a margin. I could sense the resistance from the start.</p>	<p>Saw Past group – concerned they may have been ‘told about the sessions’ negatively. I voiced many of the concerns they may have about feeling that they are being judged. Able to directly relate this to the students they were teaching, Voiced that it was process focused rather than solution focused</p> <p>Setting up the group</p>

³³ Numbers 01-10 are used as the NQTs’ identity numbers in the research. They are the same as the ones outlined in Chapter 5 in the thesis.

	<p>interpretation of the items.</p> <p>Once all had finished the questionnaires I invited them into the circle to discuss what supervision is. 07 the drama nqt thought there would be an assessment within supervision. 08 thought they would be observed in lessons by me. I reiterated the purpose of the group and that it was not assessed. As a group I asked them what they thought supervision was for and 05 responded with somewhere to discuss non academic things about classroom management. 08 still thought it was about me observing them at some stage. I corrected this and explained that it was a space for them to explore issues that may impede their teaching and the learning of their students. I asked what they felt they needed to have in</p>	<p>The attitude of the teachers reminded me so much of teenagers, not wanting to be there, being pushed against their will. In fact they reminded me of my current AS group who questioned and resisted everything at the start.</p> <p>This could also pertain to the learning relationship and the fear of 'not knowing.'</p> <p>My fear was they had spoken to some of the teachers last year and had been influenced by what they had said.</p> <p>See F's interview which corroborates his fears</p>	<p>More familiar with what to expect</p> <p>Defining and demonstrating what supervision is</p> <p>Corroborating the working alliance</p> <p>Emphasis on confidentiality</p> <p>Concerns about confidentiality, being observed as part of the process of supervision fears of being perceived as not good enough</p> <p>Subtext – not wanting to be there, being challenged re the efficacy of the work</p>
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	<p>place to feel comfortable enough to share what may be troubling them in their role as a teacher or in fact their class groups. 05 said that it may be difficult to share what is going wrong. I asked if there was a concern that confidentiality may not be maintained and that what was discussed in the group may be 'gossiped about' elsewhere.' 08 added 'I know this sounds cliché but what happens in the group stays in the group.' I talked about when confidentiality may be broken if I was very concerned about their well-being and the well being of others but that I would discuss it with them first. I reflected it back to the code of practice they have teachers.</p> <p>I then asked what else would be needed such as punctuality they were quiet for a while. I asked if they were concerned</p>		
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	<p>about the integrity of the group and being judged as not being ‘ a good enough teacher.’ They nodded in agreement. I reflected that it may be similar to how their new student groups may feel when taking a risk in a lesson but that they were all adults and that this is a reflective learning space.</p> <p>03 then asked ‘I don’t want this to sound rude but... what if we are not getting anything from this.’ I said it would be very important to keep an open dialogue throughout the sessions. I then explained how it is process oriented rather than solution focused but that solutions may arise from exploration of topics. I invited them in pairs to discuss how they might transfer a ‘working alliance’ to their class groups. They spoke about how with some groups the teacher’s</p>	<p>This seemed to break the ice and once I could hold their ‘tiredness’ and bad moods it felt like a safer space, similarly with students who check to see if you will accept them warts and all before they engage in the leaning process</p>	
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	<p>rules need to be enforced and maintained. This was particularly pertinent to year 7 students who come from primary school and need the safety of boundaries. However with older students it was better to negotiate the rules with the students. I asked them to consider what they would like from me. They brought up confidentiality again. I explained my role within the context of the school and how I would feedback about themes but not details and only in the case of an emergency would I break confidentiality but would speak to them first about it.</p> <p>03 also brought up how students need to understand what they are learning and why they are leaning it. I reflected back how they might be unsure about what supervision is and why they are doing it. They nodded in</p>	<p>I felt I was being put in the expert role and I quickly removed myself from it when I clocked what I was doing.</p>	
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	<p>agreement and I explained that it is a reflective space to explore issues to support their teaching role. I then demonstrated using a set I had created to explain how supervision is a meeting space between the classes offstage right and the contextual influences offstage left and that they are picked apart in supervision to ascertain what is at the crux of the issue. Some asked if they could bring other issues such as staff problems etc. I mentioned how the institution is also part of the offstage space and influences the lessons etc as well as societal influences permeating through from parliament. 08 spoke how he got that in a previous school whereby the principal's behaviour filtered down through the staff to the pupils. At the end of the demonstration they said they understood</p>	<p>It felt much more natural and intuitive to immediately reflect it back to the context of the classroom and this seemed to contain and reduce the anxiety</p> <p>When in pairs I set up the chairs as a visual aid to explain supervision. I will use this every week as a ritual from which to explain the role of supervision</p>	
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	more of what supervision may entail.		
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Session 2 02/12/13

Environment	Facts	Reflections	Narrative
I arrived 45 mins before the sessions. There was a new face at the reception desk. They were friendly. I explained who I was and headed up to the room. The school was very quiet the bell hadn't gone yet. They were putting up the Christmas tree in the reception area.	They all arrived together at 3.45 except for one. Somebody from the borough was there to give them a message which took up 5mins of the session. When he finished his talk he left. I re-introduced myself and reminded them of each others names by getting them to go around the circle and say our names once. I explained that we would be exploring further what supervision entails using a text. I introduced a warm up which included choosing a mythos card from the floor that represented their teaching experience so far. They reflected on the cards and then	I felt very anxious as I waited for the group to arrive. I had gone into the staff room to photocopy some material when I bumped into one of the nqts. They didn't really acknowledge me. I started to feel on edge. I quickly did my photocopying and left. As I waited for the group to arrive I wondered whether they had been reminded, if they were going to be as defensive and resistant as before.	

	<p>shared why they had chosen the card. The last member arrived. 03 chose the chameleon because she said in the role of the teacher there are many personas she has to play. Drama-</p> <p>06- x marks the spot because it is all about a journey. 05-</p> <p>Old student – the horse on the road to mark once you get over one hurdle there's always another one. 01- the dogs because they are like the students. 010- the birds different species 08- minataur because it is like a Greek tragedy. N-the scales between teaching and marking. They commented how it wasn't about work life balance and that it was all work. I asked them to reflect on anything they had remembered from the previous session. 05 said she still wasn't sure what supervision was. She asked if</p>		
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	<p>had anything to do with 'teaching'. I said no but that it supports teaching as it explores the social and emotional aspects of teaching and learning. I asked how much time was spent in training looking at those aspects. They said very little. I invited them to write a question that they have re; their experience so far and the role of being a teacher/social /emotional aspects etc. They all wrote down questions.</p> <p>I handed out the reading material and they read it in silence. I invited them to comment on it and to then think about how the students experience influences the teachers which is influenced by the wider social context and vice versa. They discussed in pairs initially and then spoke out. 03 said how it was really idealistic. She said she has been told that she is very</p>		
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	<p>idealistic. They highlighted how the teacher was influenced by her background' <i>white suburban woman.</i>' They discussed how you shouldn't be in teaching if you are prejudiced. 07 said she could understand that though if she went to Oxford to a middle class school she said her insecurities about not being good enough would come out. They were very distracted by the fact that she was a social studies teacher but was having to teach language arts. 05 linked this to teaching. In uni they sell the job as if you are going to change the world but actually the reality is different. 03 made a link to how they are treated by senior management and how there is a domino effect all the way down to the students. I included the govt. They commented how the teachers' <i>armour</i></p>	<p>I wonder if this is about the role of the teacher different to what it says on the can. Perhaps supervision comes into that. I trained to be a teacher not a therapist</p>	
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	<p>has a negative effect on the students and how they are all really unsupportive of the new teacher. One said how in this school it was different having support from others helps you in the classroom. 07 mentioned how there is high turnover of staff in the school in the text and how students don't trust you until they no with some certainty that you are staying. This prompted a conversation about impending endings and acting out. One commented how already some students have asked how long the holidays are for – not in a an excited way but more with dread. I asked if their questions linked to the text in any way. 07 brought the conversation back to teaching a subject that is not your specialism. I asked what he could do about that. He replied with some</p>	<p>Aware that I am leaving the profession at Christmas which marks the end of an eight year cycle. Aware of my own guilt, and concern about this.</p>	
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	<p>students asking him for help with their history work and he said he enjoyed that. Others then spoke about how they are also teaching their 'second' subject. I asked how they could incorporate their first into their second. Some gave examples of how they do this and how they could do this.</p> <p>I then asked how that is reflected with the students. Are they learning subjects that they struggle with and have a mental block about. 01 agreed that in science this was often the case and that it was only when you met the parents that you realise where some of the mental block comes from. One student of hers – the parents say they couldn't do science and either could their child. I invited them to reflect on that as what their subject might mean to the students and the story behind it. 010 –commented</p>	<p>This groups seems supportive of each other and through conversation as a group commonalities became apparent</p>	
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	<p>how in English because of the use of metaphor etc students don't always understand the final goal. I reflected how this might be similar with supervision it is more process based than solution focused. They nodded. As it was coming to the close of the session I asked them to comment on the second post it what they would take away from the session. Some comments included:</p>		
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Session 3 07/01/14

Environment	Facts	Reflections
<p>When I came into the school I noticed that the reception window had changed. It no longer opened. There was a mic on the visitors side a post box in which to post through passes etc. I walked up to the studio. The halls were quiet. A teacher I hadn't noticed before came out of the studio. I set up and</p>	<p>IT came in and said he had forgotten to remind the teachers about today's session. I highlighted how we had all received the calendar of events with the dates clearly marked. He nodded. They slowly came in twos and threes.</p> <p>I voiced jokingly how it must be like when students are not expecting to see a teacher because the rumour is she is ill and not in today and</p>	<p>He seemed quite anxious about this almost scared. I wonder if this is a parallel process to how the teachers sometimes feel scared of their students.</p> <p>They were slightly surprised to see me there. I felt myself respond authentically probably in the way I would with students are clients voicing what they may be feeling. I felt it cleared the air. They were less defensive today and more conducive to the work.</p>

<p>waited for the teachers to arrive.</p>	<p>the she turns up in the afternoon much to the students' disappointment. They smiled. I said that if we started early we could leave an hour from then. We started in a circle (el and dv absent) and I invited them to reflect back on the previous session they said it was so long ago they couldn't remember. Then 03 said how we had used the cards before. I mentioned the text. Others commented on how the teachers in the text had pre-conceived expectations on the school and the students. I invited them to choose a card that holds a challenge or concern about teaching or a curiosity they may have. 03 chose stars that represented needing sleep, 04 chose a card that represented being a form tutor but playing a mother role. 01 chose the rats and said experimentation. 07 chose the wolves for pack mentality. He discussed the importance of building relationships with the students to reduce the likelihood of them turning against him as a pack. 05 chose the wheel to represent chaos.</p>	
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	<p>02 chose the balance and said things were balanced, more normal. ? chose the rocky bridge going across the chasm – to represent a journey. I spoke about what stage of development might you feel all of those challenges sometimes at the same time. 03 said adolescence. Then I invited them to get in groups. They immediately said girls vs boys. In the groups they were invited to created sculpts from objects in the room to represent what they perceived the stage of adolescence to be like when they were that age. This took a bit of further explanation before they started. The girls sat and talked about always feeling bored as teenagers. The boys sat and discussed their experiences first. The girls stayed in the same area and were part of their sculpt. The boys created their sculpt out of chairs jackets phones books and money. The girls went first and the boys said what they saw. Examples included the good student, the bored one, the angry one. We talked about how the perceptions were</p>	<p>It was serendipitous how they were commenting on issues that pertain to adolescence which I had an intuitive sense to explore</p>
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	<p>different depending on angles and experiences. 05 talked about how in her experience the teachers didn't care, didn't work hard, were on you tube or cut and past stuff from Wikipedia. We commented on how the sculpt is in school and that perhaps education takes up most of an adolescent's life. This highlighted the impact that education can have on a young person. We then said what we saw in the boys sculpt. Their sculpt included chairs stacked up on top of one another against the wall as they had fallen down a few times. There was a jacket on the top chair, money on the second row, phones on the third and a book on the bottom. The girls highlighted the importance of 'materials' as a teenager and having the money to pay for them in order to be accepted and to belong. We discussed if this still exists in early adulthood. They said yes just more controlled but the feelings are there. I questioned education being represented at the bottom and how this is</p>	<p>There was a real sense of being let down by teachers. Was this her rationale for becoming a teacher to put it right?</p>
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	<p>the forefront of policy makers, educationalists etc. I also highlighted how there were no authority figures or adults in either of the sculpts.</p> <p>The next task was to create a sculpt from the point of view of authority figures. The boys did a moving image of the teacher at the front and nobody listening , one favourite student.</p> <p>The girls pointed at the framed white board as their sculpt. Some comments were a blank canvas, potentiality, held by the frame with the freedom to become what you want. I highlighted culture also as something that influences how we perceive a particular group. ? talked about how his upbringing influenced his attitude to education. It was strict and there was a real emphasis on respect.</p> <p>We then went back to the circle and briefly discussed what they would take away with them. Some commented on more understanding about their current stage, being reminded what it</p>	<p>This could represent the self-centred status of adolescents and newly qualified counsellors/therapist/teachers</p> <p>Again being seen, playing roles were key. The good student was one who listened and learnt. The others were defined by their motivation or lack of and the teacher didn't want to know about them.</p> <p>Interestingly the boys took part in the sculpt the girls didn't in this one.</p> <p>I will not see them till 31st March.</p>
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	was like to be a teenager. I briefly spoke about blame my brain which I said I would bring with me the next time. 06 and 010 came in at the end.	
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Session 4 31/03/14

Environment	Facts	Reflections
When I walk in I am recognised without having to say who I am and why I am there. There are lots of students emptying classrooms and passing me on the stairs.	<p>I see IT in his office and I knock and go in. He is very quiet. I ask him how he is and how everything is going. He tells me that one of their students was arrested for 'being present,' or witness to a murder of a local girl. Then on top of that today a yr11 was collected by the police as their father had murdered the child's mother and baby sister. He said that the Alevel drama exam was coming up next week and that they usually how the play to the school but as it was electra and 561resteia they didn't know if it would be appropriate.</p> <p>I then went into the room and set up the space. I put the parachute down in one end of the room and put a circle of chairs together.</p>	<p>I feel quite nervous and am afraid of losing my balance as I go upstairs.</p> <p>My heart sank. I felt completely winded by the news. And also heavy. I had experienced a great sense of loss at the weekend which I was still trying to process and this made me submerge once again. I didn't know how to hold all this if it came up with the teachers. I had spoken to IT the week previously he told me the nqts were very unhappy notably with the workload.</p>

	<p>02 came in and asked when we were starting and said that 08 was ill and said sorry he couldn't make it.</p> <p>? came in and I spoke to him about the phd and that it was research and gave him the consent form to read.</p> <p>A lot were thirsty and brought in cans of coke.</p> <p>The others came in around 3.45 and I checked out if they knew about the others but they didn't so we began.</p> <p>I invited them to use the parachute as a way of checking in and ascertaining what case study they wanted to explore which had been sent in a previous email. They all felt the workload was a concern and some suggested different class groups as potential case studies. When we sat down I invited them to draw an environment that represented the class group. They each took felt tip pens and began to draw. 03 was unclear initially and needed further explanation. They</p>	
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	<p>chatted amidst moments of silence. When completed 05 shared her picture of a lion surrounded by cubs. The cubs said they needed a voice, needed attention. She discussed how the student that demands the attention has a lot of power over the others. 06 shared how he had chosen the same student and that her needs had been to be loved/given attention. They shared strategies they use with her and also other information in terms of her background. ? then shared his image of a yr 8 group that others could relate to. He said the class go from being performers to being audience members. 010 also chose this group. I asked 010 to share how she feels when she is with this group. We explored how the students are adolescents – a link to the last session. Also how the teenage brain develops. We talked about how adolescents not only have that to deal with but if they come from a troubled background this can exacerbate the problem, if they don't fall under the '2.4 family idea.' 03 responded saying she disagreed with the 2.4</p>	
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	<p>idea. I reiterated that I meant ‘the non-troubled, relatively normal’ family background. She spent most of the time on her phone. She sat on a chair while everyone else sat on the floor.</p> <p>03 said then how students should just get on with the fact that they have a difficult background and that it wasn’t up to the teachers to try and therapise 120 students. I agreed and said that awareness can often reduce the ‘elephant in the room’ as it may reduce the impact transference has in the teacher. C disagreed with J and said how you need to be responsive to the students.</p> <p>I invited the group to then fill out the outcome measures for the mid intervention stage. 03 did not fill it out as we had run out of time.</p> <p>? hung around a bit at the end asking if they get to be interviewed in this process as he has a lot to say about the training for nqts. He is a part time teacher and part time teaching assistant and has not being officially put on the nqt programme</p>	<p>It felt like a student wanting to disagree with anything I said just for the sake of disagreeing. I felt slightly irritated at the fact that she was on her phone. She reminded me of R from last year who I had seen in the hallway earlier and who had completely ignored me. It was like working with differentiation in a class group whereby I was conscious of whether or not everyone was engaged and listening to each other.</p> <p>It felt as if this conversation had gone on a long time so I brought it</p>
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		<p>to a close. It felt unfinished and that the group wanted to continue.</p> <p>I felt bad asking them to do this.</p> <p>Another parallel process with last year's 09.</p> <p>Left feeling unfinished, lots of negative transference of not being good enough and hopeless and a sense of making people do something against their will. Also there was a haunting feeling of last year's shadow hanging around, which may have been as a result of seeing the previous year's nqt group go into a meeting with IT across the hall.</p>
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Session 5 02/06/14

Environment	Facts	Reflections
<p>I arrive early the school is very quiet, the lady at reception greets me and gives me a badge without any question. There are signs on the inside door saying 'exam in progress' as I enter I notice barriers at the foot and top of the stairs. The security guy lets me pass. I walk upstairs and sit outside IT's office and look over my notes. Another drama teacher comes along and tells me IT is not in and that she doesn't think the nqts have been reminded about the session. We talk briefly about her M.A. it is on independent learning sponsored by the school. She goes to inform the nqts that I am here. I see J at the staffroom door. She looks over then goes back inside. The drama nqt comes along and says IT didn't tell us I show her the schedule of the sessions. She goes to the staffroom. A short while later they both approach and say they didn't know about the session and that they have other plans. I say its up to them and that I'll ask IT to give them a schedule and that I'll see</p>	<p>We begin the session 5 of them present and 5 missing. 09 also comes. We are in the other studio as the room we normally use is set up for exams. We begin choosing cards to represent where they are at in terms of their nqt year. They take their time choosing. 02 keeps changing his card. 05 is on her tablet and 09 is taking down notes. 09 begins with an explanation as to why he chose the card he did. His represents a road and a woman with a horse across the path. The path represents the journey of the year almost done. The green horizon represents the summer and the next stage. 02 chooses a person on a horse and that represents leading the students towards exams. 05 has a boat on the sea where there is the lochness monster approaching. She feels there are a few more obstacles before the holidays in 7 weeks. 08 chose the bay that leads to the sea. He refers to the teachers like the sea keeping everything calm but there is a lot going on underneath. We reflected on the fact that they all</p>	<p>I feel so ill on the way to the session so much so that I begin to panic. I feel sick, faint and outside myself. When I hear IT is not in and has not reminded the nqts I am not surprised I had a gut feeling this would be the case.</p> <p>Wanted to cry when I thought that they didn't want to come to the session and felt completely redundant.</p>

<p>them in july for the last session. U comes along and says he's coming, the M and then F.</p>	<p>have a sense of journeying and how this links to the students journey of the year. I commented on how there were only 5 as 5 did not get the message so did not come. I voiced how this must sit with them, they are tired and yet they are here. I asked how it might resonate with their students. 08 spoke about how the yr 9s were not turning up to their revision sessions because it was extra and they are not sitting exams this year. F mentioned how there is a chain of 'need' 'agenda. The teachers need the students to attend in order to reach their targets. I commented on how there was a sense of jumping through hoops. They become more animated and discussed how the curriculum does not always fit the students needs. 09 spoke about how the students need life skills and encouragement, he received that when in college as opposed to school. They talk about how the students backgrounds can effect how they can prepare for the future. I brought the conversation back to the images on the cards and how there was a gap in the horizon and how best to</p>	<p>Perhaps the teachers were rebelling like the students</p>
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	<p>prepare students for life after school. 02 felt that they are spoon fed a lot and this does not prepare them for the real world. I asked them how they can reflect this knowledge back to the students as they are doing their own research just by being a teacher. 09 said he builds in lifes kills to his lessons and makes it relevant to the students. I give out teechers script and explain how this play is about transition and endings that are similar to what their students may be going through. They read aloud and then reflect on the fact that Salty is moaning but when we explored it further we discussed why he was fed up and writing swear words on school walls. I then invited the group to get into pairs and create a sculpt of still image to represent how the staff perceive salty. 09 and u worked together and placed 02 chairs at a distance in front of one another. The others commented on what they saw. The chairs were not facing each other and there was a gap between them. They are all going in the same direction with the agenda of getting results but as m</p>	<p>I had just read in Youell 2006 how learning from experience is more effective than just facts and figures</p>
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	<p>commented without a relationship. They all noticed the absence of a relationship. 05 and 08 did a still image, 08 pointing at m who was sitting with closed body language. The others commented on what they saw – the teacher 08 trying to get through to ?. we asked ? how she felt she said uncomfortable and closed. We discussed why she might be closed. The answer given was there was a gap between the head and the student. This prompted a parallel of how their sculpts are mirrored up the chain but they have a choice to break the mould and listen to what the students need. We briefly discussed why salty may have resisted the ending. They said because he doesn't care, nobody to support him at home, the school offers routine and a community. At the end of the session they said they would take away the following; understanding the behaviour is a message, not to take the behaviour personally, to try and speak to the students as people, to ask them how their holidays were etc. also to take to each other and share practice</p>	
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Session 6 (03/07/14)

Environment	Facts	Reflections
<p>When I walked in there is a talk being given to parents and children in the school foyer. As soon as someone exits the building I am able to enter and I procure a badge and sign in. I walk up the stairs to the drama studio. The school is quiet as this a yr 6 induction day. The studio is freezing and quite dark. I begin setting up the room when IT enters and chats for a while. We discuss the interview process re rooming and times and the additional times on Tuesday for those unable to make Monday.</p>	<p>I place the cards on the floor for the opening ritual. 010,06 and 01 come in together followed by 07 and 03 and then 02 and 09. They sit in the circle. There has been some confusion again around communication. I explain that the school suggested we have the last session today and the interviews on Monday as these were both days that the students were off site and therefore I wasn't taking up their directed time. They inform how they have deadlines for assessments tomorrow and that they haven't even started. We begin by choosing a card each that reflects where they are as nqts now. 02 goes first followed by 05 who choose the 'man in bed card' and explain because they are completely exhausted as it was sports day yesterday and that there is still pressure being added on to them despite it being the end of term. 010 goes next and describes how she is also tired but looking forward to the summer. 06 chooses the strs at night because he can't wait to be able to lie</p>	<p>It all just blurs into we are tired and frustrated by being asked to do even more tasks</p>

	<p>down and rest and look up at the stars. 03 chooses ? to represent anger and rage. She says 'I'm ready for a fight,' 01 chooses ? to represent being exhausted. 07 chooses ? I ask the group how the students feel at the moment who are also expected to do more tasks. 03 responds by saying even more tired and fed up. She said they have already done their assessments and are now also exhausted. I invite the group to present their year as an nqt on wallpaper. They sit down on the floor and get started some straight away others think for a while but all draw something. 07 is the last to finish and then they begin to share what their year has been like. 05 starts and talks about the isolation she has felt and how there are two mountains in her picture. She talks about feeling on the edge this year 'not of suicide' but of burnout. 03 has drawn a 'selfie image of a mask/face' I ask her what that means and she gestures to her own face and pulls a face. I ask if there has been something about 'wearing a mask' and she says no that she is herself with the students.</p>	
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	<p>Later in the session she mentions how ‘you can’t say what you want to the head.’ 06 speaks about his picture which is the doors to Bedlam and he speaks about feeling trapped by the nqt schedule, meetings, etc. I reflect if this is also the students’ perspective. I also comment how in Bedlam people can speak their opinions freely. He spoke about needing to metaphorically ‘medicate’ to get through the year.</p> <p>09 drew a car at a traffic lights and that it had reached its destination. 02 has uphill road that represents the year as a continuous incline. 010 has drawn a tree that has blossomed but then lost its leaves as a result of work overload. 01 has drawn a cat that she sees every morning that fills her with a sense of dread. 07 draws a woodland that is dark and represents her pgce year. Then there is a bridge that charts her journey this year and at the end of it lies another dark wood that represents the rest of teaching.</p> <p>I then invited them to consider where they get their spark/energy from</p>	<p>I always fel that there is animosity between her and her classes who are 6th formers and perhaps they are very close in age. She is often the most adolescent out of the group.</p> <p>Something about being ignored in Bedlam and a lack of emotional attunenment</p>
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	<p>that enthuses and motivates them. Each gives an example. 07 says she loves her subject and that keeps her going which is drama. 05 says she loves organising trips to Arsenal because the students love to visit real life PE settings. She says she wants to bring 60 students but could only bring 20 and this was frustrating. I comment how she still got to bring 20. 01 says she would love to do more science as she has a phd in it, but there is no time. 03 says she has found a way to do her own thing next year, she is leaving. 06 says he gives himself a target of reading x amount of books for his own pleasure. 010 says she was asked by a friend to go to a lecture event which she really enjoyed but would not have gone if she had not been asked. 09 feels once he is doing right by his students and helping them then he doesn't mind. 02 said (weekends)? Check out in interviews.</p> <p>05 asked me if I could see a difference in them and I said I noticed how tired they were. I reminded them how they had completed one aspect of the nqt yr which was the</p>	<p>I wonder what represented the traffic lights</p> <p>It felt ok to just sit in the tiredness and sense of despair and just contain that as a fact of the education system at the moment.</p>
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	<p>supervision sessions. They smiled and thanked me and then left. 02 stayed to help me clear up even though I told him I could manage. They signed the interview schedule.</p>	<p>It felt more like a 'dumping session' or a session where they could just be themselves and be tired and that was ok.</p>
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Appendix 10

NQT Support and Training Programme 2012 / 13

Mon 3 rd September: Initial meeting with NQTs and mentors. Time TBA	<i>Welcome to the school, setting out expectations of meetings, support, observations, lines of communication etc.</i>
Weds 12 th September: NQT / Mentors meeting. 3.30 – 5.00pm	<i>Programme, procedures, Target-setting, SIMS. Settling in – systems etc. Q+A</i>
WB 17 th /24 th September: Initial drop-in observations (RF). First mentor observations	<i>Supportive initial observations to explore first impressions of strengths and potential areas for development.</i>
September Date TBA: WELCOME TO HACKNEY - NQT inaugural Conference,	<i>This conference provides the opportunity to formally welcome NQTs into Hackney and to clarify the monitoring, support and assessment of the induction year.</i>
Tues 18 th September: NQT meeting. 3.30 – 5.00pm Working with other professionals.	<i>Expectations, record-keeping, systems etc. Q+A</i> <i>Exploring ways of improving work with TAs, Learning support etc.</i>
Weds 3 rd October: TLT Session One BEHAVIOUR FOR LEARNING 3.30pm - 5.30pm	<i>This session will help attendees to consider why pupils misbehave and offers practical guidance and strategies to: establish good class routines; approaches to improve pupil behaviour in your lessons and to build positive relationships.</i>
Weds 10 th October: NQT in-house training – applying behaviour strategies/ using systems in Cardinal Pole. 3.30 – 5.00pm	<i>This session will follow on from the TLT training previous week, looking at specific application of strategies and policies in Cardinal Pole</i>
Tues 23 rd October: Business meeting; NQTs and MentorsThen training session, looking at AfL: 3.30 – 5.00pm	<i>Ensuring all aspects of system are running smoothly, reviews and 1st assessment forms in preparation</i> <i>Exploring differentiation and use of assessment data- preparation for observations</i>

Tues 13 th November: Initial Supervision session 3.40pm	<i>Fortnightly supervision sessions with Julianne Mullen (Anglia Ruskin University).</i>
Weds 14 th November: TLT Session Two PLANNING EFFECTIVE LESSONS 3.30pm - 5.30pm	<i>To clarify the key elements and processes of effective learning. Attendees will be able to reflect on their own planning and recognise how to improve planning to better support and promote these elements effectively .</i>
Tues 27 th November: Supervision session 3.40pm	
Tues 4 th December: NQT meeting 3.30 – 5.00pm: Moving beyond the initial stages – identifying development opportunities.	<i>Setting out development tasks / exploring risk-taking and adventurous approaches to teaching.</i>
Tues 11 th December: Supervision session 3.40pm	
Weds 12 th December: TLT Session Three SUPPORTING LOWER ABILITY LEARNERS WITHIN THE CLASSROOM 3.30pm - 5.30pm	<i>To explore some of the current experiences and situations which occur for this group, allowing attendees to gain a better understanding of the values and attitudes demonstrated by some of these pupils. Attendees will receive strategies and practices that can be implemented in their own lessons to better support these pupils.</i>
Tues 8 th January: NQT meeting 3.30pm	<i>The second term: Effective Learners: Peer Observation programme: focused on identified area of need</i>
Tues 15 th January: Supervision session 3.40pm	
Weds 23 rd January: Session Four DEVELOPING HIGHER ABILITY LEARNERS 3.30pm - 5.30pm	<i>To consider some of the concerns, issues and behaviours which are commonly experienced for and by this group of learners. Attendees will be able to reflect on their own planning and to recognise how to improve planning to better support these pupils.</i>
Tues 29 th January: Supervision session 3.40pm	

Tues 5 th February: NQT meeting 3.30pm	<i>Feed back and outcomes of Effective Learners and peer observation: areas for further development</i>
Tues 12 th February: Supervision session 3.40pm	
Tues 26 th February: Supervision session 3.40pm	
Tues 5 th March: NQT meeting 3.30pm	<i>Revision skills – Making Revision Interesting – exploring effective practice.</i>
Tues 12 th March: Supervision session 3.40pm	
Weds 13 th March: Session Five ENHANCING LITERACY SKILLS FOR PUPILS 3.30pm - 5.30pm	<i>This session will consider the strategies and activities which teachers could be employing to promote literacy skills of their pupils. Attendees will be able to reflect on ways to improve their own planning in this area.</i>
Tues 26 th March: Supervision session 3.40pm	
Tues 16 th April: NQT meeting 3.30pm	<i>Outstanding Teaching: exploring the skills and approaches needed to develop outstanding lessons.</i>
Tues 23 rd April: Supervision session 3.40pm	
Tues 7 th May: Supervision session 3.40pm	
Weds 15 th May: Session 6 DEVELOPING GROUPWORK 3.30pm - 5.30pm	<i>This session will identify the key skills that can be developed through effective group work and explore some of the challenges of this type of activity, as well as considering how they can plan effectively for these.</i>
Tues 21 st May: Supervision session 3.40pm	
Tues 4 th June: Supervision session 3.40pm	

Tues 11 th June: NQT meeting 3.30pm	<i>Exam season review: successes and areas for improvement next time.</i>
Tues 18 th June: Supervision session 3.40pm	
Tues 25 th June: NQT meeting 3.30pm	<i>Taking stock: reviewing the year.</i>
Tues 2 nd July: Supervision session 3.40pm	
4 July: End of the year NQT conference BEYOND THE CLASSROOM 12noon - 4pm	<i>This conference is for all NQTs completing their induction period in the summer or autumn terms. The focus will be Early Professional Development and you will look at, among other topics: the transition from induction to performance management; the AST/</i> <i>Leading Teacher journey; Opportunities in SEN; Leadership and Headship; taking responsibility; and enhancing your contribution to the school.</i>
Fri 13 th July	Celebration TBA

Appendix 11

NQT Support and Training Programme 2013 / 14

NQT Professional Development 2013/14	
Date	Agenda
Thursday 02/06/13	Welcome Year One, Candidate for Autumn 1 NQTs in 2013 2.30-3.45pm NQTs and Mentors, outlining the programme 3.45-5.45pm NQTs and Mentors, outlining the programme
Monday 04/06/2013	NQTs and Mentors, outlining the programme NQTs and Mentors, outlining the programme
Monday 18/06/2013	NQTs and Mentors, outlining the programme NQTs and Mentors, outlining the programme
Monday 23/06/2013	No Meeting - Prep for open evening
Thursday 26/06/13	Hackney NQT Session 1: Behaviour for Learning 3.45-5.45pm
Monday 26/06/2013	NQTs 1 month in - Supporting Session
Monday 27/06/2013	SEN: Assistant Manager
Monday 18/10/2013	Behaviour for Learning - applying strategies to Criminal Free
Monday 22/10/2013	NQT Supervision 1 - Julianne Mullen
Half Term	
Monday 19/11/2013	Preparing for NQTs meetings
Thursday 21/11/13	Hackney NQT Session 2: Planning More Effective Lessons 3.45-5.45pm
Monday 25/11/2013	AT 1: Planning / Classroom Strategies
Monday 26/11/2013	NQTs Preparing evidence for review / Support
Monday 26/11/2013	Developing Literacy in your lessons
Monday 27/11/2013	NQT Supervision 2 - Julianne Mullen
Monday 28/11/2013	Monday 9.12.13 - RL - Consistency
Thursday 22/12/13	Hackney NQT Session 3: Supporting Lower Ability Learners 3.45-5.45pm
Monday 18/12/2013	Arrangements for Primary Visits / Payments
Christmas	
Monday 26/12/2013	Professional Development Session
Monday 26/12/2014	NQT Primary Visit week
Monday 27/12/2014	NQT Primary Visit week
Monday 28/12/2014	NQT Supervision 3 - Julianne Mullen
Monday 29/12/2014	Professional Development Session
Monday 27/01/2014	NQT Primary Visit week / Feedback from primary visits
Thursday 20/1/14	Hackney NQT Session 4: Developing Higher Ability Learners 3.45-5.45pm
Monday 03/02/2014	Professional Development Session
Monday 10/02/2014	NQT Term Review

Half Term	
Monday 24/02/2014	Professional Development Session
Monday 03/03/2014	NQT Support Drop-in / Prep for Peer observations
Thursday 06/3/14	Hackney NQT Session 5: Literacy Skills - Reading and Writing 3.45-5.45pm
Monday 10/03/2014	Professional Development Session
Monday 17/03/2014	NQT own agenda / feedback from peer observations
Monday 24/03/2014	Professional Development Session
Monday 31/03/2014	NQT Supervision 4 - Julianne Mullen
Monday 07/04/2014	Professional Development Session
Easter	
Monday 28/04/2014	NQT 'Surviving the exam season'
Monday 05/05/2014	NQT own agenda
Monday 12/5/2014	Professional Development Session
Thursday 15.5.14	Hackney NQT Session 6: Group-work to Enhance Speaking and Listening Skills 3.45-5.45pm
Monday 19/05/2014	Professional Development Session
Half Term	
Monday 02/06/2014	NQT Supervision 5 - Julianne Mullen
Monday 09/06/2014	NQTs own agenda / observing others
Monday 16/06/2014	NQT own agenda
Thursday 26.6.14	Hackney NQT Session 7: Reflecting and Developing 3.45-5.45pm
Monday 26/06/2014	NQTs - Summing Up / Preparing for PM Appraisal
Monday 07/07/2014	NQT Supervision 6 - Julianne Mullen
Monday 14/07/2014	Celebration

Appendix 12

Demographics Questionnaire

Anglia Ruskin University
Cambridge & Chatterton Road
Cambridge
CB1 1PT
T: 0845 271 3333
H: +44 (0)1223 363271
www.anglia.ac.uk

Demographic Questionnaire

Participant Number: _____

1. What is your Gender? (Please circle as appropriate)

Male
Female

2. What type of appointment is your current post?

Teach First
GTP
NQT

3. Your age in years

Under 25
25-30
35-45
45-60

4. To which of the following groups do you consider you belong?

White-British
White-Irish
White-Any other White
Mixed White & Black Caribbean
Mixed - White & Black African
Mixed-White & Asian
Mixed-any other mixed Backgr.
Other ethnic group

Black or Black British-African
Any other Black Background
Asian or Asian British-Indian
Asian or Asian British-Pakistani
Asian or Asian British Bangladeshi
Asian or Asian British any other Backgr.
Chinese
Black or black British Caribbean

5. To which of the following groups do you consider you belong?

Christian - Catholic
Christian - Church of England
Christian - any other
Muslim
Hindu
Jewish
Other (please specify)

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INVESTORS
IN PEOPLE
KPMG
BDO
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Appendix 13

IPA Clusters Group 1

5.3.1 Group 1 Theme 1: Resilience

‘The NQTs felt they acquired resilience during their induction year and for some, previous experience had a significant influence on their overall experience.’

During an initial reflection of the year, the NQTs compared their previous ‘individual’ experiences to the reality of their NQT year. Some of these individual factors included discrepancies between their teacher training practice and the realities of working in a school, cultural differences between school experiences in the UK and their home country (Northern Ireland & Ireland) and differences in their experience of pupil behaviour.

‘I did a GTP in a grammar school so I only taught the most able from the most affluent backgrounds. I had absolutely no preparation for there was a culture shock more than anything else.’ (G110:8)

‘It was really different to what I expected I don’t know what I expected I didn’t know where a) the school would be and b) what the kids would be like. I had just come from a school in Ireland and thought it will be the same in the schools in London. I kind of realised very quickly that it is not.’ (G109:1)

‘I didn’t train in England. It was slightly different in Northern Ireland. It’s not quite as driven or monitored but that brings its own set of issues. I think it’s more about ...teachers with the work they are doing, giving teachers a voice on a very grass roots level.’ (G108:5)

‘I did my GTP. If I am comparing this year to last year, I’d say this year has been tougher because I have been thrown in the deep end and things like that.’ (G104:1)

However, despite the disparities 2/10 teachers felt that previous professional work experience helped them with being resilient to cope with the fast-paced workload and the challenging contextual interpersonal dynamics in the school.

'I think it's natural sometimes, it flows naturally because you have done it in the past in another role.... Reflecting and getting them to reflect themselves and that is why I get students to reflect on 'oh if I had done this it wouldn't have....' (G102:9)

'I worked in a fast-paced environment before which means he (my mentor) could leave me to be independent.' (G102:8)

There was also a sense of 'survival' amongst the NQTs when they reflected on what they had endured. Varying factors built resilience for different teachers. For some it corresponded to improved relationships with their students, for others it was surviving and finding inner strength to persevere, and for other teachers it was about increased self-awareness and insight into their own behaviour. Being able to cope and survive independently, without support from other staff, was a salient source of resilience for some NQTs even though they felt let down at times by colleagues.

'Going from here where I thought I'd be the one being supported and helped to being the one who has had to lead on things that need to be done in the dept. It's been a challenge in many ways..... I think on the one hand, it has put me in a good place if I wanted to progress in terms of career next year.' (G101:1)

'Again it's nice to see how far I've come. I won't say I'm drowning in the ocean anymore. I'm not back in the swimming pool either, it's going somewhere, a river but a tumultuous river (laughs)' (G110:10)

'I think I started to take things less personally. Before I used to let it get to me.I've become a calmer person in front of the classroom.' (G108:1)

'I have managed to control my classes and my form myself. As an NQT, you don't have a form of your own. They were the most difficult group in the school.' (G102:1).

5.3.2 Theme 2 Contextual factor: workload

Another contributor to resilience was withstanding the additional toil of the demanding workload. All of the NQTs did not expect to feel so emotionally and physically drained by the year despite being aware of the potential challenges and workload. They were aware of the difficulties that student behaviour would engender, especially given the socio-economic status of the school's location and the age of the students. However, this did not imply that they were equipped to cope emotionally and physically. Two noted how in teaching a lot of emotional energy and patience is required as part of the role, which differs to non-teaching professions, such as office work. This demonstrates the pressures of the school's demographic situation and the needs of the young people.

'I had higher expectations of behaviour and of me being able to meet it. What has been hardest is having to meet it constantly and having to balance that with lesson planning and marking, telling students that I am actually tired and it's not actually them.' (G108:1)

'I think if it was another job in an office and I was dealing with abuse and people screaming at me I would have left, but not everyone was screaming at me - one kid every two weeks.I think that was a big life lesson. I survived it. I didn't die. So, that was good.' (G109:2)

'Very physically and emotionally exhausting at times- all the things people told me it would be...., the fact that there is nowhere to hide. In my previous job, if you weren't feeling the best you could hide behind your screen for most of the day.' (G107:1)

In three instances the teachers, as a result of the exhausting nature of the workload, despite being ill, until it became obvious that they were unable to function properly. Two stated that they struggled to take time out when unwell due to the demanding workload. This demonstrates the potential pressure of performativity as well as some

of the individual coping strategies, namely self-reliance as stated by G103 in the initial questionnaires. There are interesting contradictions in these findings. G105 cited ‘support from others’ as a potential coping strategy but in the reality of the year, they struggled to seek help despite being ill. Individual factors of ‘cultural differences’ contributed to how G105 and G110 managed their stressful workload.

‘Busy, really busy. I just found it coming up towards Easter, I found I was really getting snowed under..... even the days I was in, I still wasn’t well enough to do the work. And I was unwell for a month and a half.’ (G105: 1, 4)

‘Once I was really really ill and I was forcing myself to come in at stupid o’clock time. The cover work was there. Before the cleaners were here I was here. It was winter time. It was pitch black I didn’t really need to do that but my mind was thinking, ‘oh my God I know I can’t teach because I’m too sick.’ (G103:9)

‘I managed to keep my cool for that lesson, but as soon as they left em..... I just burst into tears. There was no break between period 3 and period 4 and we have these glass windows that you can see all the way down the corridor. I could see my next class coming in and it was another yr. 8 class. I just, there was no thinking behind it. I just turned my back and locked the door. I stood with my back to the wall.’ (G110:2)

Three of the teachers cited the external political context as contributors to the heavy workload. They remarked on how contextual factors of educational reform and again performativity were permeating down from the borough, through to senior management, and some remarked how it was having a direct influence on them and their students. They felt pressurised by the target related pay initiative and the pressure to reach school grade targets. Teachers started to ‘switch off’ and lose motivation subsequently, as a result of the constant changes, either from their own cognitive dissonance and/or fatigue caused by the heavy workload. They observed a

dislocation between the individual and the target, whereby students had lost their individuality and had been reduced to a number.

'I think that putting teachers in an incredibly pressurised situation emotionally by responding to the emotional needs of children.... that is when you get classes that hate the teacher and teachers that hate the class. I think huge changes in education (need to happen). I don't think it's the fault of the teacher or the class....I would say it's the pressure of marking, planning, new pay scheme meeting targets for your pay.' (G110:9)

'Not just my experience of being an NQT, I think teaching in general, there are a lot of targets to meet, a lot of boxes to be ticked and in a way I sort of agree with that. I think if you want to have rigour in a profession there needs to be some sort of thing. I think I get frustrated in how it's done, not in the most positive way. I think it's the same in how we assess kids, without any understanding of the individual. We've become obsessed with the idea of standardised testing.' (G108:5)

'A lot is thrown at you as a teacher which you don't have to know. The amount of times they have changed things. 'Oh we are going to use this system now' and then four months later they drop it and no one has actually used it. All these different things you have to do... this and this.... fill in this form.' (G104:9, 10)

Other factors that contributed to workload included teaching across different abilities.

Six of the teachers cited teaching 'mixed and lower' abilities in large groups as stressful. Having to prepare and teach a diverse range of students in certain subjects was expressed as a struggle. It required more energy from a classroom management perspective and more time was therefore, required to be spent on lesson planning. For some teachers, they found that lower ability students were 'developmentally' younger and required more one to one attention and encouragement. They were somewhat surprised by the high level of need from these students. This made the teachers feel their role transcended teaching into that of parenting.

One particular low ability year 8 class created a lot of challenges for some of the teachers. This particular class were of a very low academic ability and suffered from a

range of learning and behavioural difficulties. They were regularly a topic of exploration in the supervision sessions.

'One challenge I would say. I have got larger groups sometimes, even though I have like a top set or in a class to give homework and mark. Just because it is a top set there are different abilities you still have to differentiate so 34 in a group is not easy.' (G102:2, 3)

'This is about how to survive 8D. We realised that is the class, there's me there either not being heard or struggling along around an absolutely insane class. It is really that kind of place.' (G110:3,4,5)

'What was challenging was the fact that I was nearly mothering them..... and as a teacher of yr 7s, instead of saying 'open the book to page 12,' I would go around and have to open each child's book for them ...and then after a paragraph they would say 'miss where are we? I have lost the page.' (G109:3)

Taking on 'additional roles' also contributed to a heavy workload. These 'promotions' to roles of responsibility were due to a shortage of staff. On the one hand, it was flattering to be considered for such a role, yet, conversely, it impeded the teachers from asking for support during their induction year. Interestingly, these two teachers cited self-reliance as a coping strategy in the initial questionnaires. Owing to the heavy workload, 3/10 did not apply for internal jobs or promotions for the following academic year.

'Next year I'd like to do my Masters and I don't want to be line managing or doing performance management or telling people you know..., or observing... or telling.... So I'm happy to do the admin things, I'd rather not carry on with the role next year.' (G101:4)

'I did have a meeting with the Head teacher because I wasn't sure what was going on and made it clear, I said, I don't want to sound cocky or anything but I don't feel comfortable enough to lead any department yet.' (G104:2)

Other workload pressures pertained to the school situation and educational reform. They included becoming acquainted with school specific policies and procedures. Six felt ill-equipped to carry out additional roles in the school and struggled with some of the systems such as assessments, marking and school procedures. As previously mentioned, the NQTS required more instruction and support in teaching lower abilities. Some admitted a fear of asking for this kind of support in case they would be perceived as stupid.

'I would ask for more CPD (continued professional development) earlier in the year on that very thing... literacy with lower ability key stage 3 students.'
(G107:4)

'I marked all my yr 11s mocks wrong. Nobody told me how to do it.' (G109:9)

5.3.3. Theme 3 Contextual factor: school support

Receiving both instrumental and emotional support from mentors and other staff was invaluable for the NQTs as a mediating factor between individual and contextual factors. (§4.1.2). Nine found it helpful when their mentor and other staff offered them regular collegiate support. This meant having regular meetings even when they felt too tired. Having confidence in their mentor, as someone that they could approach when necessary, and someone who demonstrates this support through their attitude and behaviour, was crucial.

Five identified mentors who were empathic and emotionally supportive, as having a significant impact on their experience. This pertained to a mentor providing them with emotional support, without fear of being judged, or being assessed as not a good enough teacher. Four commended mentors who could give practical advice.

Interestingly, the individual factor of cultural commonalities between NQTs and their mentors was an important factor in helping the teachers adjust to the school and role. Two of the NQTs highlighted that having shared values and experiences such as education and background with their mentor, enhanced their relationship, as well as developing their trust to take risks.

'She's a friend but still very professional insisting that we have our meetings.' (G108:2)

'My NQT mentor is really good, as well he comes from a similar background to me...we both came from the finance area and making even that transition, he understands. There are people that I can relate to and that's what makes a difference.' (G103:3)

'When you talk to NQTs they really want people to support them with the actual doing. Am I doing this right? You won't know till someone tells you, do you know what I mean? Yeah, have the theoretical side of it but more support actually doing it.' (G103:6)

'Having emotional support and a more professional support at the same time is very important. Advice on your teaching and your actual well-being as a person, that's what you are in the end.' (G106:8)

Not all of the NQTs felt supported. In fact, 4/10 felt they did not receive adequate support from their mentor or department which impacted negatively on their induction experience. Some NQTs did not have a good mentoring experience; irregular meetings, little emotional and instrumental support. This made them feel less confident and less likely to ask for help when they needed it. This was owing to a potential mentor-mentee mismatch as well as the compulsory way mentors were assigned to take on the role. Another reason cited was the resignation of one of the mentors early in the year, who was not replaced until much later. This meant that this NQT was without mentoring for some time.

Other challenges to mentoring included a conflict of interest between the mentor and the mentee. Two stated that this related to the dual roles of the mentors in the school; some held positions in senior management as well as being a mentor; others were supportive yet also had to assess the NQT, which was challenging. The NQTs were assessed by their mentors throughout the year in lesson observations and then in an overall report, that evaluated the mentee's performance against the National Standards. One of the NQTs highlighted the conflict between sharing worries with their mentor and then feeling professionally vulnerable when being assessed. This highlights the important role that relationships play in the NQTs experience of their new role and in mediating between individual and contextual factors.

'No (mentor). Not from September, but in my final term I did approach, I did say to one of the deputy's here that I'd like to get some support for the last term, to get an assignment in. I have been observed twice and done well which is nice to have in the sense that I haven't had that support structure.' 'As my mentor is a senior member of the school she didn't have much time to mentor, so just appeared now and again to lessons and very rushed sessions so it wasn't that much help.' (G101:3)

'The relationship you have with your mentor, on the one hand you think I'll share my problems with them, but on the other hand you think they could easily fail me.' (G101:1)

5.3.4 Theme 4 Individual factor: NQT vulnerability

The NQTs' sense of resilience and their experience of school relationships (with both students and staff) impacted their sense of efficacy and job satisfaction. Eight of the teachers felt that student emotions and behaviour had a significant impact on their well-being. Some felt quite intimidated by regular physical fights that occurred amongst students. Some felt it effected their work life balance, in that they did not have enough energy left over for their personal lives.

'I don't find teaching intellectually challenging, there is just so much of it. Very emotionally and socially tiring. You can't give so much to friends and family.' (G101:8)

'They physically fight which can be intimidating.' (G105:2)

'I think that the behaviour was very challenging.' (G109:1)

However, it is important to note that teachers who felt the most vulnerable took on extra roles as discussed previously and struggles to ask for help when needed. Feeling vulnerable was a systemic issue and permeated down the system to the pupils. During the year, the entire year 8 cohort was re-shuffled in order to contain and manage the behaviour of this yr. 8 class. This re-shuffling was employed to scare the pupils into improving their behaviour. If they did not improve, they would be 'exiled' into an unfavourable class set. According to one of the teachers, this made them more 'vulnerable' and consequently more compliant.

Pupil vulnerability was identified by 3/10 of the teachers. They commented how students only formed attachments when they trusted the teacher. This occurred when they were sure the teacher was committed to the school. Due to high levels of teacher turnover the previous year, some of the NQTs observed how the students took a long time to accept them, as they wanted to evaluate if the new teachers were going to stay or not. Some of the teachers were quite surprised at the end of the year when students asked if they would be teaching them the following year. Some were astonished when students expressed feeling sad when they heard they were not returning. They came to realise that for some of the students, poor behaviour was a defence against feelings of anxiety.

'They withdrew around 20 students for ...weeks and it was seen as a punitive measure and kids were terrified of going into this 8w so it switched so many kids around, they felt really vulnerable because they could go up or go down and that was a real sea change.' (G110:4)

'You realise that you literally are their parents for 9 hours a day. You know kids come up to me and say 'sir can you do my tie?' They get very close to the teachers you just realise that.' (G106:7)

'They do get quite attached because when I told them that I was going somewhere else, and again I would have expected them to go ok, but the kids I thought hated me, were like 'why? you can't leave.' There is a really high turnover and they get attached. Some people go and some do stay.' (G109:2)

The NQTs found ways to combat their feelings of vulnerability, 4/10 sought acknowledgement from other staff, notably more senior staff. Praise and encouragement from other teachers instilled confidence and self-efficacy in some of the NQTs. Some that lacked consistent and formal mentoring, looked to figures of authority, such as the Head teacher for recognition. However, those that did not have a mentor and took on additional roles, stated that they preferred to do things themselves and be independent in the school. This pro-active attitude was also evident in some of the teachers who had had prior work experience in another profession outside of teaching.

'Good. I would say that kind of encouragement from the senior management has been great, the Head teacher always praises me, and my mentor, and the Head of department. It has been really wonderful.' (G102:1)

'I won an award last week for most popular newcomer. How I am doing is being recognised by other teachers.' (G110:4)

'I worked in a fast-paced environment before which means he could leave me to be independent. I'd talk to him, run ideas by him. I didn't need or rely on him as much as some other NQTs. So, I wouldn't say I'd need to change anything. Anything I've needed has been in my department to speak to. I'm a free spirit so I try things myself.' (G103:4)

Four felt that showing emotion or asking for help with things may be judged as being weak. One of the reasons cited for this fear was witnessing how other staff had been mistreated for openly displaying their emotions about behaviour management issues in the wider school community. Another reason, reported by one of the teachers, was a fear of authority and ‘getting things wrong,’ a fear that stemmed from her own time as a student at school. Three of those who experienced vulnerability and fear were the NQTs that were either without a mentor, or with a mentor that was struggling and who needed support themselves.

‘I would never talk about some of those struggles I was having in the staffroom.’ (G106:3)

‘I felt like an idiot asking all those questions. So, then I was really careful about who I would ask and when, so they wouldn’t think I was stupid or that I should know.’ (G109:9)

‘I’ve noticed maybe it is wrong thing, maybe people who share problems in school environments doesn’t always help them. It can be used against them. I have seen it in my own department as well, crying because of behaviour management. There are two places next year but she is not being kept on.’ (G101:9)

Feelings of being judged peaked around student assessment time and also during teacher observations. Seven felt that student progress was a measure of NQT progress which demonstrated the enmeshment of their identity with their professional role. Teacher progress was measured by student progress in inspections, visits, grades and observations. This was exacerbated by the pressure of ‘performativity’ during the Ofsted inspection that occurred in March. Conversely, some teachers were surprised how supportive and collegiate all the staff were during the inspection period which boosted their confidence, illuminating the integral role of a supportive school community and the potential benefits of Inspection.

'Ofsted came in as well and I had 'good' with 'outstanding features'. I was even teaching a booster group at the time so I couldn't ask for more.' (G102:2)

'That class, my yr10s has been my biggest success. They were one of those groups who have gained in confidence, gained in grades and a lot of the time they are willing to work so I take that as positive.' (G106:3)

Appendix 14

IPA Clusters Group 2

5.5.3 Theme 2 Contextual factor: Support systems

Despite the heavy workload that ensued from the previous year, 6/10 of the NQTs felt that a non-judgemental and emotionally supportive mentor was integral to their sense of efficacy. This meant someone who they had regular meetings with and was available to listen and advise without judging them.

'I had a fantastic NQT mentor who...never made me feel like I had to always be on form, totally acceptable not to be and he would always listen and give me advice on what to do next, which has helped, and where I could totally offload.' (G210:3,4)

'My mentor was the Head of department, so I could say if something was panicking me in the morning. I didn't have to at all but it was there... I could say if a particular class had been difficult or if I had done something stupid. I could easily say it. I think it does vary with what mentor you had.' (G206:2)

'My mentor, I can be very open with her. She understands me.' (G209:3)

Those 3/10 who did not have a positive experience with their mentor, cited that a lack of professionalism and organisation from their mentor impacted negatively on their induction year. For one, the issues centred around the mentor's subject knowledge and experience. Whereas, in the other two cases, difficult interpersonal dynamics influenced the mentor/mentee relationship. In one case, there were issues around bullying and in the other it was as a result of inter-departmental promotions and personality clashes. One teacher was promoted involuntarily to a Head of Department

role owing to staff shortage issues. This meant that this particular teacher was ‘above’ her mentor and consequently it created awkwardness within their dynamic.

‘I could go to my mentor and say I don’t know what to do and she would show me what she had just done or maybe look on the internet a bit. It’s not that the support wasn’t there, the organisation wasn’t there.’ (G207:2)

‘My NQT mentor..... I don’t know. I don’t think he was experienced enough or..... and then it became awkward because when I got promoted I was ahead of him. He had gone for a similar promotion in (this subject) and wasn’t given it. He was still in charge of my NQT which was kind of awkward. We both went for it and he didn’t get it.’ (G201:2)

Two of those that did not have a positive experience with their mentor felt it would be more beneficial to have a mentor assigned from another department and for the induction and mentoring system to be externally regulated so that the boundaries remained clear. This was in response to the question I asked about ‘the ideal mentoring programme.’ For one, she suggested that too much time was spent discussing the curriculum during her mentor meetings and less time was spent on her role as an NQT and meeting the standards. Conversely, another teacher felt it would be beneficial for the NQT to be from the same subject area as their mentor, but that the mentoring should be regulated externally to ensure quality and boundaries.

‘I would like a mentor but not in my department. I would like someone completely of a different subject. You know someone you can go to, to communicate with about issues and not feel like they are judging you.’ (G204:5)

‘Well as an NQT it has to be subject specific, regular mentoring meetings and I think probably monitored outside of that in that to ensure something is happening, which is probably something I wouldn’t want to do, but keep a log of that meeting and give it to whoever is in charge of that programme.’ (G206:2)

5.5.4 Theme 3 Contextual factor: relationships

Building a trusting relationship was not only important for the NQTs with their mentor, but also with the students. 6/10 of the teachers found it a challenge to build trusting relationships with the students. NQTs found the students' behaviour to be initially very challenging, notably in lower ability classes, but felt the hard work with them was worth the time and effort. One teacher highlighted how the students had very low expectations about the quality of their teachers and even questioned why teachers with additional qualifications would want to teach them. Two commented on how students find it difficult to trust new teachers as a consequence of high staff turnover. Sometimes this lack of trust was expressed through the students' behaviour which was a challenge for the teachers. Only 2/10 shared how they received helpful support for behaviour management from other staff members.

'Part of my anxiety was because I had three second to bottom sets and two of those were in key stage 4.... and having met my yr. 11 class last July they were quite scary, really poor behaviour skills, bad attitude to learning.' (G210:1)

'So many kids have said things since I started here like 'oh you are a doctor why are you here? How long did you spend at university? Why are you a teacher?' I think that's really sad being told this ... to be in a vocation that nobody well-qualified would want to be teaching. They expect bad teaching because that is a lot of what they have had.' (G201:5)

'I would have stuff on behaviour management to help NQTs focus on behaviour management.... because it takes time to develop a rapport with certain students and to have the rapport develop over a year.' (G207:4)

'My support system was good. I mean like my head of department was really good, the second in charge was really good as well. I could go to them and speak to them about anything they were always willing and ready to help me. You know so I could go to them about how I could deal with this class or this person and what do I need to teach.' (G202:2)

Although certain members of staff and mentors were very helpful and supportive to the NQTs, 8/10 of the them felt that discussing difficulties generally in the school or

questioning decisions would be perceived as weak and therefore, impact negatively on their career in the school. One teacher compared how this fear of judgment in front of peers is also experienced by the students. Some of the difficulties the NQTs encountered included ethical dilemmas: being forced to follow through with school systems, in order to meet Ofsted targets from the previous inspection. Some of the teachers were pressurised to input incorrect student regarding grades and academic levels, which jarred with the teacher's own beliefs and values.

'I also think that if I was allowed to put in the actual grades my neck would be on the line... it would be all up to me, whereas now I can say well look there is this trend and I haven't been sitting in the room not teaching them.' (G210:3)

'It's just like the kids, you never want to be seen as that weak one, who... especially at the start when you are having trouble with something.' (G206:4)

'I'm an NQT and I'm agency (this teacher was hired through a teaching agency as opposed to being directly employed by the school). Obviously, this is the way it has been for a while so should I complain? and it's just like if I was to complain about it I would be mudding waters leaving at the end. Anyway, there is no real end benefit. So, I suppose I get my outlet that way.' (G207:4)

The NQTs reported how it was difficult to trust others, especially when there was a conflict of interest regarding teacher roles. Four of the NQTs found that conflicting staff roles within the school made it difficult to ask for help. For some of the NQTs, this pertained to the conflicting role of the mentor; one of coach/mentor and assessor. For others, the conflict referred to the dual roles held by the senior manager, who was a teacher and also in charge of the induction programme.

'If you just had a main source that was separate from your department, just for your NQT. If like.... I suppose that's what you could say is X's role but he's also

in my department and he's also SLT (Senior leadership team), he has so many different hats that sometimes it's quite difficult to get him to say 'I need help with such and such'. ' (G207:3)

'I have been struggling with the school at first. I didn't know who I could turn to really, I know X's there but you don't want to blow the whistle on someone, you don't know who's connected to who or say something. In the end, I had to and the situation was dealt with quite quickly. ' (G204:1)

Appendix 15

Differences and similarities between Group 1 and Group 2 at points in the year

Month	Group 1 Themes	Group 2 Themes	Overall theme
Oct/Nov	Fears around judgement /venting Fear around use of the sessions	Confusion around purpose of sessions Fear around confidentiality	Fears about new role/new school
Dec	Challenging pupil behaviour	Heavy workload Challenging pupil behaviour Mistreatment by senior management Wearing masks as a coping method Reality shock of teaching	Difficulties with student behaviour Vs. poor student behaviour and challenges with authority
Jan	Challenging pupil behaviour Culture clash between pupils and faith	Adolescence stage of development Recall experience of uninterested teachers Lack of authority figures in the school	Conflict over roles and cultural differences
April	NQT experiences in education No voice, idealistic vs reality	Resistance Passive aggressiveness Pupils' need for care, attention and power	NQTs reflection on own former experiences Vs. disempowerment and resistance
June	Explored script of <i>Teechers</i> Surprised by pupil response to leaving	Absence of connections Impending endings Education is jumping through hoops Explored script of <i>Teechers</i>	Responses to endings
July	Survival Acknowledgement by staff and students Universality of experiences	Burnout and exhaustion Need for self -care Workload continues	Survival and resilience Vs. emotional exhaustion

Appendix 16

Brief Cope Findings

Direct Action coping methods Group 1

1. Active Coping – This refers to taking action to remove or evade the apparent stressor. The results indicate how this method of coping increases from 5.8 to 5.9 by March 2013 (mid-intervention), but decreases to 5.6 by the end of the year.
2. Planning – refers to planning to undertake an active coping strategy. Planning also increases by March 2013 from 5.9 to 6.0 and decreases to 5.9 by the final evaluation.
3. Seeking Instrumental Support- refers to asking for advice on what to do. The results show a slight decrease at the mid-intervention stage from 5.9 to 5.8 and an increase at the final assessment to 6.3. This was the most prolifically used method of coping.
4. Seeking Emotional Support –obtaining emotional support from someone. This method increased from 4.8 to 5.5 throughout the year, although it remained lower than the instrumental support.

4.1.4 Palliative coping methods Group 1

These methods include positive reframing, acceptance, humour, religion, self-distraction, denial and substance abuse (Carver et al., 1989).

5. Religion – This refers to increased engagement in religious activities. The findings demonstrate an increase from 3.4 to 4.2 by March 2013 with only a very slight decrease to 4.1 by the end of the year.
6. Acceptance – Correlates to accepting the stressful situations that occur. This method of coping decreased from 5.7 to 5.1 by March and increased marginally to 5.2 by the end of the academic year.
7. Positive Reframing- This refers to making the best of the situation and viewing it from a different perspective. This decreased very slightly from 5.5. to 5.4 at the

midway point, and then increased to 5.6 at the end of the year.

8. Denial – This refers to an attempt to reject the reality of the stressful situation.

Overall this was the least utilised coping method. There was a significant dip in this method at the midway point from 2.1 to 1.3, but it increased to 2.1 at the end of the year.

9. Humour – This refers to making jokes about the stressor. This rated as a popular coping strategy akin to active coping, planning and positive re-framing. It started off at 5.1 and then from the midway point onwards it steadily increased to 5.6.

10. Self-distraction- This relates to a psychological disengagement from the goal with which the stressor is inferring. There is a slight decrease at the midway point from 5.1 to 4.8 followed by an increase at the end of the year to 5.3.

11. Substance Abuse – This refers to using substances to disengage from the stressor. This was the second least utilised coping method. The findings indicate a slight decrease from 2.6 to 2.3 by March with a very slight increase by the end of the year to 2.4.

4.1.5 Ineffective coping methods Group 1

These methods include venting, behavioural disengagement and self-blame (Carver et al., 1989).

12. Venting- This infers a vocal discharge of the emotions linked to the stressor. This increased significantly from 4.1 to 5.1 by March and then decreased to 4.3 at the end of the year.

13. Behavioural disengagement- This specifies a withdrawal in effort from the goal with which the stressor is inferring. This is reported as the third least utilised coping method, which steadily decreased from 3.3 to 2.7 at the end of the year.

14. Self-blame – This relates to blaming oneself for situations and events that cause the stressor. This remained quite a consistent coping method throughout the year with a very slight increase from 4.7 to 4.8 by March followed by a slight decrease

to 4.6 at the end of the year.

4.1.6 Brief COPE Direct Action coping methods Group 2

1. Active Coping – This refers to taking action to remove or evade the apparent stressor. The results indicate how this method of coping increases from 6.0 to 6.4 by March 2014 (mid-intervention) but to 6.0 by the end of the year.
2. Planning – refers to planning to undertake an active coping strategy which starts off at 5.9 and then decreases slightly to 5.7 by March 2014 and rises to 5.8 at the end of the year.
3. Seeking Instrumental Support- refers to asking for advice on what to do. The results show an increase from 5.9 to 6.3 at the mid-intervention stage and then a decrease to 5.3 at the final assessment.
4. Seeking Emotional Support –obtaining emotional support from someone. This method increased from 4.5 to 5.0 by the mid-point and then decreased again to 4.2 at the end of the year.

4.1.7 Palliative Coping methods Group 2

These methods include positive reframing, acceptance, humour, religion, self-distraction, denial and substance abuse (Carver et al., 1989).

5. Religion – This refers to increased engagement in religious activities. The findings remain at 3.7 throughout the year.
6. Acceptance – Correlates to accepting the stressful situations that occur. This method of coping increased from 4.3 to 4.8 by March 2015 and then decreased to 4.4 at the end of the year.
7. Positive Reframing- This refers to making the best of the situation and viewing it from a different perspective. This decreased very slightly from 5.3 to 5.2 at the midway point and then increased at the end of the year to 5.3.
8. Denial – This refers to an attempt to reject the reality of the stressful situation. Overall this was the least utilised coping method. It stayed at 2.6 at the start of the

year and remained at 2.6 at the midway point decreasing to 2.4 at the end of the year.

9. Humour – This refers to making jokes about the stressor. It increased from 3.6 to 4.4 at the midpoint and then decreased to 4.0 by the end of the year.

10. Self-distraction- This relates to a psychological disengagement from the goal with which the stressor is inferring. There is a slight increase at the midway point from 4.4 to 4.6 followed by a further increase to 4.7 at the end of the year.

11. Substance Abuse – This refers to using substances to disengage from the stressor. This was the second least utilised coping method. The findings indicate a slight decrease by the end of the year from 2.5 to 2.1.

4.1.8 Ineffective coping methods Group 2

These methods include venting, behavioural disengagement and self-blame (Carver et al 1989).

12. Venting- This infers a vocal discharge of the emotions linked to the stressor. This decreased from 4.2 to 4.1 by March and then further decreased to 3.9 at the end of the year.

13. Behavioural disengagement- This specifies a withdrawal in effort from the goal which the stressor is inferring. This decreased from 2.6 to 2.5 at the midpoint and remained at 2.5 at the end of the year.

14. Self-blame – This relates to blaming oneself for situations and events that cause the stressor. This started at 4.1 and then increased to 4.3 at the midpoint decreasing further to 3.9 at the end of the year.